

DRAKE UNIVERSITY  
THROUGH 75 YEARS

# DRAKE UNIVERSITY

*through*

*Seventy-five Years*

1881-1956

BY

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DRAKE UNIVERSITY

DES MOINES, IOWA



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To those who in their hearts  
remember their days on the  
campus of Drake University  
this book is dedicated



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## PART ONE

### *Out of This Came Drake University*

#### 1

### PERSPECTIVE

THIS book is the biography of an institution, the memory shadow of many men and women who in one way or another have given themselves to the making of Drake University. Seventy-five years of history crowded into these few pages have left too little mention of the personalities who enlivened the scenes that continue in remembrance. It will be necessary then for each one to people the empty lanes through which this narrative runs with the familiar classmates, the favorite professors, and all who gave vitality to cherished associations on the campus. To do so will supply deficiencies that the author could not correct even in unlimited space.

Too far back to be reached by direct memory stands one stalwart group of personalities whose significance to Drake University should not be allowed to fade. They are the founders. And as founders they should be remembered for that one bold venture that brought our University into being. Who were they? To that question we find no official answer, and none fixed in tradition. If direct participation in the decision, commitment, and action that created a tangible plan and placed it before others is the basis for selection, a minimum group of first rank can be confidently identified: General Francis M. Drake, Chancellor George T. Carpenter, and Daniel

R. Lucas, first secretary and financial agent of the University. The strategic importance of each of these in the establishment and early development of Drake will appear clearly as the story progresses.

In partial compensation for a missing biographical sketch it is important that General Drake should be presented with some of the lineaments of personality before he appears in the account of the founding of the University.<sup>1</sup> Although born in Illinois he spent most of his life in Iowa, first at Drakesville, and then at Centerville. At the outbreak of the Civil War he was captain of a volunteer company from southern Iowa and served in the western area. In April of 1864 he was severely wounded. After recuperating at home, he returned on crutches to join his command, and was then brevetted Brigadier General. He returned to Iowa and established his home at Centerville. The development of railroads became his chief enterprise. Success in business and interest in promoting the church with which he was identified made him prominent as a leader in Iowa. His connection with politics was short, one term as governor, 1896-1898. Probably every request for assistance in building a church in the state received a favorable answer from him, and there were many. At the time of his death in 1903 Disciples of Christ had had no benefactor as generous as he, and his interest in education reached not only throughout Iowa, but also into India and Japan.

George T. Carpenter for a third of a century intertwined his life with Oskaloosa College and Drake University. His place as a founder is undisputed.

Daniel R. Lucas had only a short-time connection with Drake, not over three years, yet his dynamic promotion

<sup>1</sup>A short biographical sketch by C. O. Denny appeared in the 1905 *Quax*. Supplementary data by C. F. Clarke, *Quax* editor, appeared in the 1906 *Quax*.



of every phase of development exposed him to criticism as well as praise. His position, too, is undisputed.

In second rank as founders should be placed the faculty. Three of them, Professors Shepperd, Macy, and Bottenfield, precipitated President Carpenter's decision to establish a university in Des Moines. The faculty made the move with him, not by invitation, but as volunteers. They recognized with him their mutual interdependence. It is difficult to see how he could have succeeded without them. And the success of their joint venture is the story of present concern.

By chance George A. Jewett was not identified by public participation with the founding group, yet he worked informally with them. In 1883 he became secretary-trustee and continued in this capacity until his death in 1934. No other has had as long unbroken service with the University. But he gave far more than time. Repeatedly he was a generous donor. He will be remembered most widely, however, for the enthusiasm which gave him complete identity with the University.

Such is the type of men who founded Drake University. They are the links that join the institution as it is known today with the early leaders of Disciples of Christ, reaching back into the second quarter of the nineteenth century. But other forces than those of the church have gone into the making of Drake.

A university is not an ivory tower. A rare individual may climb the stairs to seclusion, but a university cannot. It is more a part of the world about it than either friends or critics recognize. While it may attempt through education to contribute to the future course of society, it is itself subjected to the currents of influence that characterize its own time. Thus in this history of Drake University are to be seen periods marked by

local factors while at the same time characterized by a remarkable correspondence to the general patterns of thought and behavior to be found in society at large.

What gives Drake University a distinction of its own? It is not possible to demonstrate that any one or any number of the points of merit ordinarily ascribed to universities exist on this campus more than elsewhere, in solitary and unique combination. Those who discern most keenly have long since discovered that the bonds that tie together a kinship group are not readily subject to tabulation, but are of the spirit.

To have made this campus a home and to have lost all sense of strangeness, to have joined the ranks of those who made the paths we now follow, to have hoped and to have hungered with others, to carry forward in memory the symbols, both spoken and unspoken, by which many are made one, is to have caught the spirit of Drake University and to have sensed the excellence of our Alma Mater.



## EDUCATION AMONG THE EARLY DISCIPLES OF CHRIST

THE CHURCH known to us as Disciples of Christ, or the Christian church, arose in a period that was rich in innovation. With many another movement, both religious and secular, it shared in the spirit of freedom that had been transformed from resistance during the American Revolution to creation in the early nineteenth century.

Although traditionally Alexander Campbell has been placed more prominently in the church's origin than Barton W. Stone, Walter Scott, or others who were akin in spirit, the church was not the creation of one man, and in the end it was able to shake off the unwelcome patronymic "Campbellite." Neither can it be said that the church appeared first at any given time or place. It came into being as the point of convergence where the influence of several men and several groups met, and took on a fuller identity than any constituent element had possessed previously.

Its early culture areas of major significance were, first, northern Kentucky, where Barton W. Stone initiated extensive revival campaigns in the first years of the nineteenth century, based on a simple appeal to the Scriptures without regard to creedal interpretations; second, in western Pennsylvania, where the Campbells

in similar spirit began the work that was destined to become the central force in the development of the church; and finally, in northeastern Ohio, where Walter Scott precipitated a separatist movement which led ultimately to a complete severing of ties with the Presbyterian and Baptist churches with which there had been maintained a more or less intimate connection.

By 1830 the outlines of a united church movement began to appear, as the separate groups that had been led by Stone, Campbell, and Scott grew closer together. These leaders had sensed the kinship of their thought and interests without at once establishing a fixed basis upon which they could unite. Indeed their own individual convictions went through slow modification for a considerable period of time. Difference, however, in the end proved not to be as significant as did the agreements. The process of uniting that was ultimately to create a new religious group was well under way when on January 1, 1832, at Lexington, Kentucky, Barton W. Stone and John Smith, representing the separate but kindred groups known as Christians and Disciples, formally recognized a bond of fellowship and identity between them, thus setting up a symbol of unity to be progressively attained in succeeding years.

The pattern of evangelism promoted by Walter Scott became the pattern of the united group. Theoretical speculation in the field of theology was avoided, as were the fervent ecstasies of the camp meeting. Abstract and speculative *sin* interpreted as a tainting essence that permeated mankind as a unit ceased to be the point of attack. In its place appeared the *sins* of individuals viewed as violations of specific and clear divine laws. From that point the procedure to be followed, the plan of salvation, moved on with a presentation that was set

up under the ideals of simplicity and rationality. There was to be no compulsion and no persuasion except that of understanding.

In half a decade the newly united and strengthened church, committed to a rational explanation of religion and to persuasion of an equally rational nature, spread throughout much of the Middle West, reaching across the Mississippi into Arkansas, Missouri, and Iowa. In the next few years, certainly by 1860, the church had not only spread throughout this general area and had consolidated its connective lines, but it had also assumed the permanent features of its character as a distinct religious group. After that time adjustment and changes took place, but primarily these were only of secondary nature.

In examining the essential features of Disciples of Christ as a church, one notes that traditionally they have looked askance at formal theology. Nevertheless they, as in the case of other groups, have reasons for being what they are, and these reasons have become their ideological bond. Many of their characteristic traits have been shared by other church groups, but the emphases that have been given in the preaching, debating, and writing of Disciples of Christ have tended to give this church the distinctive marks by which it is identified.

Disciples of Christ share in the common inheritance of nearly two thousand years of Christian history. Though free to differ, they have held to many general beliefs that are now centuries old, such as those that cluster around the story of creation, the imagery of heaven and hell, and many of the christological concepts. These beliefs, held without definition and without requirement, serve as a common denominator in the widespread fellowship of Christendom.



As a mark of difference, the early Disciple church gave somewhat more emphasis to philosophical empiricism than did the other contemporary religious bodies of America. A major influence in the establishment of a working ideology among Disciples of Christ was derived from the principles of John Locke, leading seventeenth-century philosopher of England. Alexander Campbell quoted generously from his writings and designated him as "the great Christian philosopher." The more prominent leaders of the early Christian church were profound enough to grasp quite understandingly the significance of Locke's thinking. They followed him with keen perception of the application of his philosophy to their tasks as religious leaders. They were aware also of the evolution of philosophical empiricism that led back to another English philosopher, Francis Bacon, whose work came at the very beginning of the seventeenth century.

If Lockian thought had been the only major force in the molding of the Christian church in the early nineteenth century, high standards for the training of ministers and an aloofness from those lacking in formal education might have become the accepted practice. Such was not to be the case, for Disciples of Christ in effect separated themselves from the urban life of the East and became an integral part of the westward-moving frontier. This frontier from which Disciples of Christ derived much of their inspiration was not confined to the limits set by the United States census bureau. It was more than a geographical area, for it embodied the spirit of enterprise, of revolt and of experimentation that ran through all previous American history and much of England's. It included the analytical aspect of exploratory activity as well as that which became intensely

practical in the life of the sparsely settled regions on the border of the retreating West of America. Thus Lockian thought was brought as close to the American frontier life as thought is to deed.

As Lockians, Disciples of Christ *believed their senses*, even though they did not always identify the philosophical principles by which human understanding had been analyzed and defined. They distrusted emotional decisions and certainly they were not given to mysticism. Faith did not supersede knowledge; it completed and fulfilled it. By the same sort of thinking they were ready to reject any ecclesiastical authority that ran counter to their confidence in reason as a proper basis for understanding. They would tolerate no human intermediary between them and their God. As a corollary of this principle they believed that reason, which was truly common sense, would lead them directly to the ultimate divine authority, as Locke had shown. Hence they emphasized the Bible as the adequate statement of God's will and intent. This they would study and from this they would learn the way.

As frontiersmen Disciples of Christ practiced equalitarianism, not in the theoretical pattern so often found in the French Revolution, but in the practical form of Jacksonian democracy of which they were a part. They recognized no essential differences between believers in the pulpit and believers in the pew. Until recently the term "reverend" was abhorred among them, and churches were content to designate a minister as "elder" or "brother," sometimes with a lower case "b." Also as frontiersmen Disciples sought simplicity and short-cuts as expressed in the oft-repeated aphorism "Where the Bible speaks, we speak; where the Bible is silent, we

are silent." The New Testament was for practical purposes the Bible, for in it was seen the final and sufficient word of God. Its meaning was to be found in plain common sense and not in obfuscating dialectic.

While union of all believers was not an original element in the thinking of Disciples, it soon came to be and in a most logical manner. Since they sought to discard all man-made interpretations in the exposition and practice of religious principles, and to appeal to an original source, the unity of all believers would be but the natural outcome of the shift from divergence to convergence by a simple reversal of direction. During most of the history of Disciples, the union of believers has been a cardinal principle. To outsiders it appeared as an invitation for others to join them, but to Disciples in their more discerning presentation it was a warm invitation for all to return hand in hand to a common origin of religious practice and belief.

In view of their philosophical and religious backgrounds as well as the common-sense objectives of their preaching, it was no small wonder then that Disciples were self-reliant in argument and in statements of faith, sometimes to an extent that was annoying to their rivals. But we must remember that these were the days of Ralph Waldo Emerson—and Davy Crockett—when men were exhorted to display self-reliance and, when they were sure they were right, to go ahead.

The emphases which have been noted as characteristic of early Disciples of Christ might in some respects be applied also to other churches. As a matter of fact, distinctive marks of less fundamental nature than those that lay deep in the church's life were sometimes more prominent in the eyes of contemporaries and became in time marks by which the Christian church was identified.

The observance of the Lord's Supper each week as practiced by Disciples was unusual, likewise its interpretation as a memorial with no true sacramental character. Open communion, by which each person was allowed to judge his preparedness to participate, was equally strange, and to some dangerous lest it might permit the entrance of disintegrating influences. Baptism by immersion had long been a practice of the Baptist church, but when Disciples progressed to the point where they made it a primary requirement, they accented the emphasis on "form" even more than it had been done before. Furthermore, the function of baptism was interpreted by Disciples as a symbol of the means of securing grace, and not, as the Baptists taught, a mark of grace already granted. However much Disciples were identified by their own specific interpretations of baptism and the Lord's Supper, their Lockian principles and frontier habits most clearly determined the organized patterns of their religious behavior. It was inevitable that the church should be a teaching church, for it was by nature a classroom and the sermons were lessons. Logically enough, children were not admitted into technical membership. They had not yet learned enough to understand fully the teachings of the New Testament about the plan of salvation. Let them wait, and without fear of infant damnation.

With such an outlook upon the nature of religion as had been developed under the influence of the Campbells, Walter Scott, Barton W. Stone, and their associates, Disciples turned naturally to education as a means of perpetuating their ideals. Faith built upon understanding could be expressed only by adults; indoctrination could be used effectively only in early childhood. Educational institutions were therefore extensions of the



didactic functions of the church itself and designed particularly for the training of young people as they were entering upon maturity. Professional education for a select clergy had a minor part in the scheme. The true message of religion did not offer either authority or special knowledge to one and deny it to another.

The task assumed by Disciples as they shaped their own program was favorably conditioned by the circumstances of the time. This was the age of the common man. As the old restrictions of property and privilege melted away, manhood suffrage was rapidly expanding. Horace Mann was just beginning his crusade for a better and a more widespread public education. The first high school, established in Massachusetts in 1821, was an index point from which the spread of popular education could be measured. And there was such diversity in experimental social patterns as to make novelty almost commonplace.

Those prominent in the leadership among early Disciples were not without sound background in educational experience. The Campbells had been trained at the University of Glasgow. Thomas Campbell was a teacher for most of his life. His son, Alexander, organized a seminary for boys in 1818 at his home in Buffaloe (Bethany), Virginia, the site of his later and most important educational venture, Bethany College. Walter Scott, who was educated at the University of Edinburgh, had wide experience as a teacher in academies. Barton W. Stone had less pretentious education. Nevertheless his training at David Caldwell's academy at Greensboro, North Carolina, was of high order. He, too, was a teacher, both in Georgia and in Kentucky.

With an appropriate background of experience and of ideology Disciples, like other churches of the time,

moved rapidly into formal education with their special religious emphasis. Since there were few public high schools except in the larger cities and for the most part in the East, academies sprang up under the administration of practically all denominations. Sometimes a livelihood for the master was the central object; sometimes it was the religious training of the young and the recruitment of ministers. Here and there may be found more or less adequate records of the development of some one academy that eventually was transformed into a college that still lives. For the most part, however, the academies of that day either survive in the ghostly form of a fleeting name and uncertain legends, or have disappeared entirely from the pages of history. There must have been hundreds of them throughout the country and scores within a single state. The literature of Disciples has frequent mention of some minister and his academy at some county seat, generally meeting in his own home and using his limited library. There were no charter, no catalog, no permanent registrar's record, and no standard diploma. The influence of such schools was no doubt relatively great in the absence of any official program of public education. But since they constitute only an ephemeral and transitional stage in American education, they are, and must always remain, unknown except for the few whose records survive.

The story of the colleges is somewhat more clear, and the reason is not far to find. There were fewer of them, but they were more lasting; they were incorporated under the laws of the state; and they needed a great deal of cooperative assistance that they might live. Thus the record of their survival is fairly distinct.

One early minister, John Cook Bennett, made unsuccessful efforts to establish colleges in Ohio and Virginia

about the time that the union of the two major groups, Disciples and Christians, was initiated in 1832. While he was successful in securing a charter for Christian College at New Albany, Indiana, in 1833, the college apparently did not open despite the prestige that the founder-president sought by appointing Barton W. Stone as secretary, and including Walter Scott among the incorporators.

The first enduring college of Disciples of Christ was established at Georgetown, Kentucky, in 1836. Walter Scott was the first president and must have had considerable influence in promoting it and in determining its character. It is of more than casual significance that it was named Bacon College and that Scott's inaugural address dealt with Francis Bacon's empiricism as the basis for "An American System of Education." It continues today, after several transformations, as Transylvania University, at Lexington, Kentucky.

Four years later, in 1840, Alexander Campbell secured a charter for Bethany College at the point once called Buffaloe, Virginia, now Bethany, West Virginia. Ten years later he explained the nature of Bethany by stating: "It is not a theological school, founded upon human theology, nor a school of divinity, founded upon the Bible; but a literary and scientific institution, founded upon the Bible as the basis of all true science and true learning."

Although Bacon College was inaugurated with Bacon's philosophy in the forefront and Bethany with the Bible as the foundation of all true learning, there was no conflict. Rather was there complement, for empiricism as Disciples maintained was a common-sense method of discovering and testing the truth contained within the Bible.

The pattern was set by Bacon and Bethany colleges with empiricism and the Bible as foundation stones. Others were established as consolidation of settlement took place and as churches became numerous enough to encourage the belief that support would be adequate. Near Nashville, Tennessee, in 1845, Franklin College was established. It lasted only until 1861. In 1849 Western Reserve Eclectic Institute (now Hiram College) was started at Hiram, Ohio, in the Mahoning Association district where Walter Scott had contributed much to the formation of the church. In the same year Burritt College was established at Spencer, Tennessee, the second within the state in four years. Closed during the Civil War period it reopened and continued until 1939. In 1850 Fairview Academy at Indianapolis was transformed by charter into Northwestern Christian University, although its first classes did not meet until 1855. It is now known as Butler University. By this time the educational needs of the more densely populated regions where the church had extended itself had been adequately supplied by some half dozen colleges.

The early years of the 1850's were a period of dynamic activity. The discovery of gold in California had a stimulating effect upon the economy of the whole country. The Compromise of 1850 gave confidence to business that no threat of political rupture endangered its future. Railroads were projected almost everywhere they were wanted. Scores of towns were platted, to remain as surveyed vacancies or to grow into permanent communities. No one could escape the elation of an anticipated prosperity. And there seemed to be no better time for building new colleges in the new parts of the country where improvement and growth were so promising.



In a few years seven colleges were started probably as far west as density of population would permit. The first, Christian College, dating from 1851, was organized at Columbia, Missouri, where it now exists as a junior college. In 1852 Arkansas College was founded at Fayetteville, but lasted only a decade in the face of insufficient support and the devastation of the Civil War. The next year saw a college projected on the west bank of the Mississippi River at Canton, Missouri. But it was not until 1855 that Christian University (now Culver-Stockton College) was actually opened. In 1854 two colleges were established in Illinois, Berean at Jacksonville, which closed after four years, and Abingdon which in 1884 merged with Eureka, some sixty miles away and dating from 1855, when it took its place as the successor of Walnut Grove Academy.

Before the Panic of 1857 struck, one more venture in college extension was made by Disciples of Christ, this time in Iowa where churches had been increasing for twenty years. In 1856 the churches of the state decided that they should sponsor a Christian college, but it was not until 1857 that a charter was granted and grounds and funds secured for Oskaloosa College, named for the place where it was located. The Panic of 1857 delayed construction and the beginning of a teaching program until 1861. Hesperian College (now Chapman College) was opened at Los Angeles in 1860, between the Panic of 1857 and the Civil War.

The economic and political confusion that followed the Civil War was enough to check the founding of new colleges. Internal dissension among Disciples also restrained such expansion as might otherwise have taken place. The church had gone undivided through the slavery discussion from beginning to end, whereas others

suffered a still unhealed schism. The broad tolerance bequeathed by early Disciple leaders to their followers permitted a wide range of difference in matters of opinion. In a simple society such as that in which Disciples first worked, few temptations to divide were presented. But as the original spirit of persuasion declined, there arose a tendency to define and to defend one opinion against another. Thereupon a spirit of legalism crowded in and precipitated clashes over new issues, such as a separate and denominated clergy, the use of an organ in church services, and the propriety of sustaining a joint missionary society. It is not surprising that under such circumstances Add-Ran College (now Texas Christian University), dating from 1873, is the only one that was established from 1860 to 1881, when Drake University was organized.

This survey does not include all the successful and unsuccessful attempts made by Disciples to establish colleges. In 1885 the claim was made that the church had "organized some fifty-four colleges and that thirteen of these are dead and others are very sickly." However the summary does make clear the basis upon which Disciples of Christ set about organizing colleges to make sure that an educated membership would keep alive the simple pattern of a New Testament church within which all believers might unite. Although uncertainty on the one hand and legalism on the other may have entered in at times, there can be no denial that the original purpose is unmistakable.

## FROM OSKALOOSA COLLEGE TO DRAKE UNIVERSITY

THE RAPID growth of Disciples of Christ throughout the Mississippi Valley soon brought their churches to the state of Iowa. The first one was established near Dubuque on October 1, 1835, less than four years after the leaders of Disciple and Christian churches had met at Lexington, Kentucky, and had given substance to hope of union between the kindred but hitherto separate movements. Steadily the number of churches increased with congregations established near Fort Madison and in Washington County in 1836, at Keosauqua in 1838, at Davenport in 1839, at Mount Pleasant in 1842, and eventually at Des Moines in 1848.

At a state meeting held in September, 1853, at Fort Madison, a resolution was passed encouraging the Mount Pleasant church to build a high school "to be under the patronage of the brethren." By 1856 a college, not a high school, was the preference of the churches. Mount Pleasant, already the host of the Mount Pleasant Institute, the predecessor of Iowa Wesleyan College, yielded to the rival claims of Marion and Oskaloosa. A special educational meeting was scheduled for October 10, at Oskaloosa. The convention avoided the dilemma of choosing from among its own members the city that was to be the home of the proposed college. Rather it proposed that the city that made the highest offer for

support should be selected. At first Marion stood highest as a claimant, but after rivalry became acute the special convention continued to avoid the responsibility of choosing between the contestants. Ultimately Oskaloosa won over Marion, not by vote, but by a higher bid, and therefore according to the rules agreed upon was selected as the home of the college to be.

The college trustees, selected and authorized by church decision in October of 1856, filed articles of incorporation on January 20, 1857, and proceeded to give concrete form to their plans. William Tinsley, who had designed many buildings in Indiana, including Northwestern Christian University at Indianapolis (now Butler) was chosen as the architect. A ten-acre tract of land for a campus was given by two Oskaloosa families and with high hope construction was begun. The panic of 1857 prevented completion of the building and postponed the opening of college work. When the Civil War struck, further delays were imposed. Indeed the contractor defaulted and the building was left to be enclosed by Richard Parker, the treasurer. He in turn was embarrassed by the failure of the financial campaign.

In September, 1861, George Thomas Carpenter, who had been preaching and teaching in an academy at Winterset, and his brother William, with the consent but without the assistance of the trustees, cleared the rubbish out of a few rooms to provide living quarters and classrooms for an independent primary school. Five children were present at the first roll call. The first year was far from a financial success. The Carpenter brothers assumed the deficit of \$85 by giving their personal note at ten per cent interest. In 1862 a preparatory school was added, and in 1863 a catalog was issued announcing the transition from a primary school to a college.



Finances continued to be complicated. Contributions from churches pushed back the threat of bankruptcy, but not the burden of poverty. The college building was not actually finished until the year 1867-68.

The next year found George T. Carpenter, who had left the faculty in 1873 for the editorship of *The Evangelist*, seated in the presidential chair.<sup>1</sup>

In 1865 when the college had eliminated the primary department and had evolved a full course, there were seven on the faculty. In favorable times thereafter as many as eleven were sometimes on the roster. The qualifications of the teaching staff were in keeping with the circumstances that characterized any new college in a frontier community.

The college classroom offerings were characteristic of the conventional curriculum of the times. There were few electives and the predominance of Latin, Greek, mathematics, and similar classical courses was quite marked. Nevertheless there was a considerable number of other subjects offered in strange sequences of a few weeks each. There was no true library and still less a true laboratory.

The merit of the program should not be judged by comparison with a modern curriculum, but rather by the stimulus it offered to students. By this test it seems to have been effective, if not brilliant. Moreover there was a definite attempt to accommodate a wide range of student interests. Instruction was offered in painting, drawing, and music. For those with an immediately practical interest courses in telegraphy were offered and with generous election by would-be telegraph operators.

<sup>1</sup>The *Evangelist* was first known as the *Western Evangelist*. It was printed at different places in Iowa as a publication of Disciples of Christ. Through a series of changes and mergers it is now *The Christian-Evangelist* and is published in St. Louis.

Normal training was available to prospective teachers, at first as extracurricular work, later with more formal recognition.

True to the principles of early Disciples of Christ, Bible study was essential, not as seminary training, but as general instruction for all. In June, 1868, Professor Carpenter secured the consent of the Board of Trustees to establish a Bible Department. All students who took a four-year course were required to take some courses in religion as a part of the defined curriculum. Other courses could be elected, and while no specific degree was granted for the completion of a satisfactory amount of such study, qualified students were listed, whether ministers or not, as graduates of the Bible Department.

The Bachelor of Arts was the typical degree, although at different times the Bachelor of Philosophy and the Bachelor of Science degrees were offered. There was also a ladies' course, deliberately removed from the severity of the standard Bachelor of Arts program, and carrying no degree at all. The Master of Arts degree was offered for those who followed a prescribed course of study or who had completed three years of distinctive service in a learned profession. Since a genuine graduate curriculum did not exist and since the low income of a teacher, lawyer, physician, or minister was more profitable than paying tuition, the three years of distinction were generally offered as qualifications for the advanced degree. The college was by no means strict in considering the qualifications offered on behalf of Master's candidates. In 1881 it rewarded a class reunion with Master's degrees to all.

At first the college students lived in private homes, frequently in spare rooms in attics, and "found" their own meals with the assistance of parents who brought in

supplies from time to time. Gradually the unfinished rooms of the college building were transformed into living quarters and a dining hall for a considerable number of students. The barrack-room accommodations were meager indeed, but in the zeal for an education such limitations were ignored.

The cost of an education was estimated in the catalog as \$2.75 a week: 40 cents for sleeping accommodations, \$1.50 for board, and 82½ cents for tuition. The basic cost for forty-two weeks was \$115.50. Economy was blithely encouraged by the catalog announcement that "one hour each day devoted to sawing wood or any cheerful outdoor exercise will promote the health of the student, and aid the struggling parents to foot the bill."

Each student agreed to abide by the laws of the college by signing a pledge of abstention from a long list of concrete indiscretions, and such ill-defined but suggestive improprieties as "unnecessary gallantry." Why he had to pledge not to keep or use firearms seems rather obscure, but the stricter edict at Christian University (now Culver-Stockton College at Canton, Missouri) against the possession of pistols, dirks, and bowie knives suggests that times have indeed changed.

Oskaloosa College moved along its normal course with apparent promise of stability, if not of rapid expansion. It was poor financially, but achieved no distinction thereby. It was a church college, the only one sponsored by Disciples of Christ in Iowa. Its nearest competitors in this church group were at Eureka, Illinois, and at Canton, Missouri. But in the state of Iowa it had many competitors among the colleges sponsored by other churches. Furthermore experience had already made clear that support far wider than that available under

church auspices was essential for an adequate project. Herein lay the difficulties that were to prove so fateful to Oskaloosa College.

Beneath the external evidence of success Oskaloosa College after twenty years of growth was nevertheless suffering from weaknesses that continually threatened her continuation. Discontent began to appear here and there not among avowed critics of the college, but among its friends. On January 25, 1879, President Carpenter visited his friend, George A. Jewett in Des Moines. Jewett, who had followed the course of affairs at Oskaloosa with interest, now declared his decision no longer to continue his support and recommended removal to Des Moines. Only a few months later, the Iowa Christian Missionary Society, which was the continuing organization of Disciple churches of the state, met at Mount Pleasant, and there it was suggested that the college be moved to Marshalltown.

On the campus discontent was smoldering, because it was impossible for the faculty members to secure adequate salaries from tuition and fees. In the spring of 1880 three professors decided, as others before them had done, to leave, if in the coming year they could not be assured that their salaries of less than \$300 a year would be bettered. This decision they gave to President Carpenter and awaited developments.

In July President Carpenter and D. R. Lucas, minister of the church of Disciples of Christ in Des Moines, attended a pastors' institute at Altoona. There the president discussed the difficulties of the college with Mr. Lucas and J. B. Vawter, the minister-host. Mr. Lucas suggested, as Jewett had a year before, that the college be removed to Des Moines.



On October 14 of the same year the three discouraged professors, discovering that their hopes for living salaries were not to be realized, gave their formal resignations to President Carpenter. The President, equally discouraged, said that he would leave with them.

An unusual feature in the field of finance was a crippling procedure as old as the college itself. When the Oskaloosa community in 1856 made its bid for the location of the college, a \$30,000 endowment was promised. The panic of 1857 and later the Civil War made the raising of the full sum an impossibility. But even the contributions that were made were restricted by clauses stipulating that one third of each contribution was to be designated as a perpetual scholarship to be awarded and reawarded year after year at the discretion of the donors or stockholders. This reduced the tuition receipts and aroused dissatisfaction among those whose payments were in cash. The trustees of the college selected from the churches of the state were thus at the mercy of the local stockholders.

The ready participation of D. R. Lucas in the proposal to move the college from Oskaloosa to Des Moines may be explained by his desire to promote any college in Des Moines, and particularly one of his own church fellowship. In the 1870's he had joined with President Burns of Simpson College in the promotion of a Methodist University in Des Moines by the transfer of the existing college at Indianola, the inclusion of the affiliated Iowa College of Law in Des Moines, and a projected medical college.<sup>2</sup> After the death of President Burns it was but

<sup>2</sup>R. E. Harvey in the *Annals of Iowa*, Volume XXVIII, pp. 287-329, wrote that at the Methodist State Convention in 1881, when Drake was being established, a proposal was made that the colleges then sponsored by the Methodists of Iowa should form a university in Des Moines. This was voted down by the friends of the separate institutions. The same proposal was made in 1888, when Highland Park was being founded in Des Moines, and again in 1889, only to meet the same fate as the earlier proposal.

natural that Lucas should propose the removal of Oskaloosa College to Des Moines.

After President Carpenter received the resignations of Professors Bottenfield, Macy, and Shepperd in October, 1880, the lines of interest began to converge upon a concrete plan for the transfer of Oskaloosa College to Des Moines. A number of public-spirited men of Des Moines were quickly drawn into the deliberations necessary to effect the proposed change. As the plans took shape, a suburban development scheme was used as a base for the creation of an educational institution. At the northwest corner of the city as it was then bounded by the present University Avenue and Twenty-eighth Street there was an area of cut-over timber land that could be opened up as a residence section. A college or university would be a welcome attraction for a select population. Accordingly options were secured on three tracts of land, partly within the city limits and partly without, and plans began to materialize for the formation of a land company to promote the sale of residence lots.

The necessary preliminary conferences were carried on without publicity, but the frequent trips that President Carpenter made to Des Moines and the still more frequent conferences in business offices began to arouse interest in the mystifying transactions. On March 17, 1881, the *Oskaloosa Herald* published its well-grounded suspicion that the college might be lost to that city.

A special meeting of the college Board of Trustees had been called for March 15, but since no agenda had been announced to encourage attendance, a quorum was not present. A week later a meeting was held and by that time the flying rumors assured a packed house with heated opposition to the poised proposal for removal.

The proponents of the plan to transfer the college to Des Moines by this time were ready to follow a fairly definite procedure. They had secured the unannounced pledge of General F. M. Drake of Centerville for an initial gift of \$20,000. They had conferred with almost all of the Trustees and believed that they had the approval of a generous majority. They had a desirable site in Des Moines where they could build anew, and in the proposed land company they saw a source of income far greater than they had known before. They moved confidently, but carefully, for they wished not only to start over again, but also to secure by legal vote all the tangible assets of Oskaloosa College for the new institution, which was to be called Drake University, in honor to the one whose initial contribution made it possible.

Their hopes were dashed when at the special meeting of April 6 they were served with an injunction which blocked their access to the assets of Oskaloosa College. Not until May 27 did they request the court to vacate the injunction, a petition that was not granted.

Disappointment did not deter them, for on May 7, 1881, the articles of incorporation for Drake University were filed, and the interlocking directorate of the University and the University Land Company proceeded at once to draw up plans for future development no matter what might be the ultimate outcome of the court action.

Meanwhile the citizens of Oskaloosa in public meetings and in the press took action to save the College for their city. But the real test of strength did not come until June 8 when the annual meeting of the stockholders was held. The meeting interrupted the commencement exercises which on this occasion were of secondary importance. The local stockholders were victorious in the voting test, and the promoters of removal submitted their

cause to the state convention of churches, where both colleges received a blessing and were encouraged to go each its separate way. In November, 1881, the issue was closed in the courts in agreement with the decision reached at the church convention earlier in the summer.

The entire Oskaloosa faculty resigned and prepared to go to Des Moines. One quickly reconsidered, and thus Professor G. H. Laughlin returned to become president of the original college. The rest loaded their household goods in freight cars and went to Des Moines, with the exception of Professor Macy, and four students, who hauled their possessions in a wagon to the new site. There they put away all the evidences of academic life and proceeded to clear away the brush, to mark off boundaries, and to help in the building projects that sprang up in the new section.

The University Land Company platted lots in its 139 acres and sold them to those who wished to live in the shadow of the new university. The company agreed to donate a campus, to transfer to the University \$16,000 in stock for a building fund, and to give to the University one fourth of the gross proceeds from the sale of building lots. The University was to erect suitable buildings within two years.

In order to provide for classes a temporary building had to be constructed without delay. Ira Anderson, an attorney who had been interested in the University from the very first, agreed to build a multipurpose frame building not to cost over \$5,000, and to have it ready for the opening of classes. He was to be paid \$600 as annual rental. The University was to pay taxes, and had the privilege of buying within ten years. This building was to be called the Students' Home.



By September 20, when the college year was scheduled to begin, the four-story structure was near enough to completion that it could be used. There were forty-two rooms, including dormitory quarters for young men and for young women, a chapel, offices, classrooms, dining room, kitchen, and furnace room, for the furnace that was not installed until after cold weather set in. This one-package university building stood almost on the spot where Howard Hall stands today.

Outwardly there was no Drake University, only Drake College. But President Carpenter had become committed to a university, even against the disapproval of many. The Iowa College of Law, an unincorporated teaching group of lawyers, had disappeared in 1880. Its erstwhile faculty was rounded up again and it was recreated, this time as an affiliate of Drake. President Carpenter decided that there was room for a medical college also. On the Board of Trustees was Dr. F. M. Kirkham, a brother-in-law of both President Carpenter and of General Drake, who had long since given up the practice of medicine for the ministry. Whether or not he was responsible, cannot now be stated, but at any rate the new medical college was of the eclectic school. It opened in January, 1882, as the Iowa Eclectic Medical College.

There was now a University, three new colleges or departments as they were generally called, Literature and Art, Law, and Medicine. Two of them had antecedents, one did not. Tuesday, September 20, the day of registration finally arrived, a dull, gloomy day, made all the more depressing by the news of the death of President Garfield, a fellow churchman, an educator, and an earlier associate of some whose names were to appear on Drake University's roster.

## PART TWO

### *Successful Improvisation: 1881-1903*

#### 4

## THE EARLY UNIVERSITY COMMUNITY

THE BEGINNING of the academic year, marked by registration on September 20, 1881, was also the beginning of a new community, to be incorporated in two years as University Place. The Students' Home, so its residents were told, was two miles and 200 feet from the downtown post office. Since Des Moines' jurisdiction extended northward only to the present University Avenue and westward only to Twenty-eighth Street, development in University Place was haphazard except for such regularity as the University Land Company might establish. The numbering of north and south streets was continued on the Des Moines pattern, and the present University Avenue was known under the name given to it by the city, North Street. At this time there were only two new streets that called for names. The one at the north edge of the Land Company's holdings was called North Avenue (now Forest Avenue). This caused a certain amount of confusion because North Street and North Avenue were so close together. The second street to be named ran from Twenty-first Street to Twenty-seventh Street just north of the campus. It was called University Avenue (now known as Carpenter Avenue).

For some time an expanding Des Moines had been spilling over its borders and a number of suburban

communities had sprung up around its periphery. Just to the east of the area being developed around the University was a fairly extensive town, North Des Moines, which had been incorporated the previous year. It reached eastward to the river and northward to Adams Street. Across the river it extended between Second Avenue and Ninth Street northward to Ovid Avenue.

Activity in University Place was to be seen particularly in the building of residences. Some families were attracted there by their interest in an educational opportunity. Some sought a home among people whose religious and cultural outlook was congenial. Others were influenced by the opportunity for the inevitable growth of business. While the rush of development was pushing University Place out of its initial haphazard condition, the University planned for its future, while carrying on its normal work.

Soon after the formal opening of the academic year President Carpenter gave to C. B. Lakin, who had been selected as architect, the basic requirements and plans for the main building which he had envisioned when he first visited the site earlier in the year. Lakin was to be paid \$5,000 for his work, of which \$2,000 was to be in stock of the University Land Company. Contracts for the building were not consolidated as is generally done today, and before it was completed a number of changes in procedure had to be made. The initial contract was given to E. D. Smith on October 5, 1881, to make such excavation as was necessary and to put in the concrete foundation and the basement story. Smith was not able to furnish security for his contract and the board agreed that he might proceed on the cost plus basis, receiving for his profit \$10 for each thousand

bricks laid. Before winter closed in upon the work close to the end of the year, the walls had been raised to about four feet.

In February, 1882, a one-year contract was made with J. S. Meyers to act as superintendent of construction. The stone, brick, carpenter and plastering work was distributed to four different firms or individuals; by the end of the year the building was roofless, but three or four basement rooms were finished enough that they could be used. Work proceeded and the building was near enough to completion that it could be used in the fall of 1883. Its cost was estimated shortly before completion at \$30,000 and in 1884 it was listed as an asset of \$32,000. Externally it looked about as it does today after nearly seventy-five years. There was, of course, no auditorium to the north. The south entrance was quite different from the one we are familiar with today. Its enclosure was much smaller, although constructed on the same basic pattern with arched windows on east and west and a wider arched opening in front over which appeared the words "Drake University."

Within the building also the basic structural features remain. A few new doorways have been cut through the inside walls and a few closed. Also a few nonbearing walls have been changed. At each end of the hallway on the main floor was an inside stairway leading to the lower floor. A single, not a double, stairway led to the upper floor.

The main changes that are registered in alumni memory have to do with the largest room, now used as a lounge. Originally it was the chapel, used not only throughout the week for religious and academic assemblies, but also on Sunday for regular church services,



and on occasion for revivals. Its floor was raised at the entrance end to give a proper slope to the platform. Removal of this floor made possible the successive conversion of the room into a library, a women's gymnasium, and a lounge.

The expense of a steam heating plant for the Administration Building was so great that each room was heated instead with stoves, thus accounting for the numerous chimneys that give an almost medieval appearance to the roof lines. It is possible that unhappy experience with steam heating in the Students' Home, hastily put in during the fall of 1881, may have prompted a reversion to the more primitive device of hand-fired stoves.

The University, first packaged in the multipurpose and temporary Students' Home, and then expanding into the permanent administration building, had no further extension for about ten years when the science building was erected.

While President Carpenter was busy setting up a campus program, he was also busy making friends and soliciting funds in Des Moines and throughout the state. In this work he was teamed with D. R. Lucas who interrupted his ministry for three years in order to promote the interests of Drake.

The breadth of the support they hoped to secure is indicated by the list of trustees:

#### Ministers of Disciples of Christ

Elder D. R. Dungan, Davenport  
 Elder Allen Hickey, Montezuma  
 Elder F. M. Kirkham, Marshalltown  
 Elder D. R. Lucas, Des Moines  
 Elder N. A. McConnell, Albion  
 Elder J. B. Vawter, Altoona

### Business and professional men who were Disciples

President, G. T. Carpenter, Des Moines  
E. N. Curl, Des Moines  
F. M. Drake, Centerville  
C. A. Dudley, Des Moines  
C. E. Fuller, Des Moines  
R. T. C. Lord, Des Moines  
H. G. Van Meter, De Soto  
J. B. White, Adel  
Larkin Wright, Knoxville

### Members of other churches

Judge P. M. Casaday, Des Moines (Episcopalian)  
Reverend A. L. Frisbie, Des Moines (Pastor of Plymouth Congregational Church)  
Former Governor Samuel Merrill, Des Moines (Congregationalist)

Of the eighteen trustees six were Disciple ministers, all designated by the title "Elder," denoting their close relationship to the laity. The other minister, who was a Congregationalist, was given the professional title. The three who were not members of the Disciple church were no doubt selected because of their prominence in Des Moines circles, and consequently because they would broaden the representation within the Board. The geographical distribution was balanced between Des Moines and the congregations of the rest of the state. There was, on the whole, relatively little college experience represented in the group.

When President Carpenter began his work on the new campus, he had behind him a somewhat limited academic experience upon which to build. He had secured a B.A. degree from transient Abingdon College, and his Master's degree did not represent graduate

training in a larger institution. After conducting an academy at Winterset for a time, he opened a primary school in the vacant Oskaloosa College building, transformed it into a college, and taught there until he resigned in 1873. In the fall of that year he went to the International Exposition at Vienna as an honorary commissioner from the state of Iowa. It was believed later that he used this trip as a means of studying the educational systems of Europe and England. In fact, however, he went on a Cook and Son's conducted tour, and in the score and more articles he published in *The Evangelist* narrating his experiences, he revealed no contact with any university except a sentimental visit to the University of Glasgow where Alexander Campbell had been educated. His only comment upon education was a criticism of German scholars who question the accuracy of biblical and profane history. Upon his return he was editor of *The Evangelist* until 1878, when he assumed the presidency of the college he had founded. Throughout his years as an educator he had been more concerned with the problem of survival than with creative work on the campus.

By the fall of 1883 when the initial phase of Drake University's development had been successfully consummated, he was riding a rising tide, but without experience in any comparable situation. In spite of his apparent deficiencies, he was nevertheless admirably equipped, as were most successful leaders of his day, with the genius of improvisation. He knew little about budgets, nor did the businessmen with whom he was now beginning to associate. He had neither the audacity nor the fear that often attends the blueprint procedure. He simply dreamed a dream and in a straightforward way proceeded to realize it.

He headed a university which existed only in rudimentary form. There were three colleges, which were more often called departments when thought of within the university framework. Two of these, the Medical and Law Colleges, had no interconnection except that their degrees were granted under the charter of Drake University. Furthermore, Drake University had no supervision over these colleges except what it might exercise by abrogating or threatening to abrogate the contract by which the granting of degrees was validated. Their faculties as stockholders were in effect their own boards of trustees. They perpetuated their own memberships by such agreements and disagreements as were sure to arise in groups that directed their own work. They built their own curricula and established their own standards at will. They determined their own fees or tuition, and faced their own debts. They had no campus except hired rooms, and their offices were at first the private offices of a practicing physician or attorney. They had no libraries except through the generosity of their own membership.

These downtown Colleges of Law and Medicine, which to a degree justified the use of the term "Drake University," followed procedures characteristic of similar institutions of the day. The law course extended through one year only. The extent of the medical course was defined in more elastic terms. Each session or course was for twenty weeks. Successful attendance at four sessions in two years qualified the candidate for the medical degree. Two or three courses, supplemented by "reading," that is, directed work in a physician's office, might also earn the degree. The faculty lists were impressively long, and the individual members were prominent in their professions. During the first years they



received no salaries, and donated such time as they could spare from their busy days to the training of those who were to succeed them.

On the uptown university campus the situation was somewhat more clearly defined. There was but one college, almost always referred to as the Literary and Art Department. It was in large measure a replica of its predecessor, Oskaloosa College. At least forty-seven of its students had made the straggling sixty-mile migration that led to the new campus. The faculty was even more a pattern of the old, for the only member of the Oskaloosa group whose name was omitted from the Drake roster was G. H. Laughlin, now president of the original college. He too had made more than a casual gesture toward transferring his allegiance to the new adventure.

In all there were eight on the Drake faculty who had also taught at Oskaloosa. The list started out with the name of the former president of Oskaloosa College and now president of Drake, George T. Carpenter, who as before taught biblical literature. Norman Dunshee, who had once taught at Oskaloosa and had resigned because of low salaries, acted as vice-president and taught ancient languages. Then follow the names of three men who were graduates of Oskaloosa and former faculty members there: Bruce Shepperd, who taught mathematics and French; Lyman S. Bottenfield, who taught English literature and German; and William P. Macy, who taught natural sciences. Mrs. Macy, who also had taught at Oskaloosa, continued her instruction in drawing and painting on the new campus. Mark E. Wright was head of the Music Department as he had been at Oskaloosa. Milton P. Givens, who had left St. Louis to teach commercial subjects at Oskaloosa, made his second move, this time to Drake.

President Carpenter hoped to secure William S. Barnard for the opening at Drake, as he had when he assumed the presidency at Oskaloosa in 1878. But Barnard accepted a position at Washington, D. C., as assistant entomologist of the Bureau of Entomology, and did not come to Drake until five years later. In his stead was appointed Walter H. Kent, as professor of chemistry and biology, who also taught in the Medical College.

Other new appointees were B. W. Bowen, who continued his established business school on Walnut Street as a department loosely affiliated with Drake and to some degree a competitor of the similar department headed by M. P. Givens on the campus. B. J. Radford, who in 1881 had taken the place of D. R. Lucas as minister at Central Christian Church, was appointed lecturer on Christian Evidences. Charles Martindale, the lone tutor on the faculty, was also a student, as he had been at Oskaloosa. Major S. S. Bônbright was curator of the museum, where exhibits of many kinds were placed, including models which had been cleared out of the Patent Office at Washington, D. C.

Not only was Oskaloosa College mirrored in the student and faculty lists, but quite as much was it outlined in the curriculum offered. There was as the times and circumstances required, a preparatory or academy program. Almost any student, who could not by courses submitted qualify for classification as a freshman, could at least qualify as a first-year preparatory student, or in modern terminology, a high school junior. He was obliged to take a program in which Latin, Greek, and mathematics were still particularly prominent, although the influence of the rapidly growing elective curriculum was beginning to be felt.

When the advancing student reached the collegiate level, he might select for himself one of four four-year programs leading to a degree. There was surprisingly little difference between them, and it is somewhat difficult to determine why they were designated as they were, the classical, the philosophical, the scientific, and the ladies' courses. All of them required a considerable amount of Latin, but the requirement of slightly more than two years of Greek gave the classical course its identity. The philosophical course offered little that might properly be called philosophical and certainly no more than was required in all other courses. Apparently the substitution of German for Greek, not the inclusion of philosophy, explains the specific designation. The scientific course required no more science than did the philosophical, and only slightly more than did the classical. The ladies' course was toned down somewhat by the exclusion of calculus and the inclusion of a few more electives than was generally the case.

There was also a two-year Bible course bearing no resemblance to any of the other courses, except the inclusion of psychology, logic, and moral science (ethics). Otherwise it was strictly a specialized course. The first student to receive a degree was J. E. Denton who was graduated in June, 1882, with the B.D. degree. He had taken work at Oskaloosa College and completed the fourth year at Drake. He was a graduate of the Literary and Art Department, having been allowed to incorporate Bible department work in the third and fourth years for the normal senior courses. This procedure of combining Bible with regular college work which prevailed through much of Drake's early history, certainly is not as unusual as the granting of the B.D. degree as

co-ordinate with the B.A. degree, and within the limits of the Literary and Art Department. Subsequent development indicates that the granting of degrees was by no means a precise and stable procedure.

In fact, the catalogs of 1881-82 and 1882-83 make no statement about degrees to be offered, but when the names of degree candidates appear later, the natural inferences are confirmed. The classical course, with its minor distinctions, was rewarded with the B.A. degree, the scientific course logically brought the B.S. degree, and the philosophical course, with minor stress upon philosophy, culminated in the Ph.B. degree. The ladies' course carried no degree, simply recognition of graduation. The only graduate of this course was Mary A. Carpenter, daughter of the Chancellor, who finished the program in 1885.

There were other short courses in art, normal training, and commercial subjects, which had no reward of degrees. They attracted a relatively large number of students, some of whom in the end took one or another of the regular degrees, although for the most part they took a short specialized course and were gone.

As in the Colleges of Law and Medicine instruction in the Literary and Art Department was defined by limitation of library books, absence of adequate laboratories and scientific equipment, and the varied and limited training of students and faculty alike. There was much that would today be scornfully and properly called cut-and-dried pedagogy. It must nevertheless be recognized that the curiosity of alert students was not dulled, ambition was not thwarted, and in a few years the alumni list contained a percentage of notable persons equal to that of later periods.



The new students, however, did not see far ahead, and the limitations of the college program that was still younger than they were did not weigh heavily upon them. They had paid a nickel each to ride from downtown, if they didn't walk. They tramped across the campus through the brush to the Students' Home. They were going to college. Some one in the office told them what courses they were to take. Getting started was as simple as that. But still they had some responsibilities to assume to close the agreement. When they marched up to Professor Shepperd who acted as bursar for the University, they paid \$11 as tuition for the first term (or quarter), \$10 for the second, and \$9 for the third, a total of \$30, of which \$3 were designated as a contingent fee. Bible students paid the contingent fee only.

Before the campus students reached the final stage of registration, they were obliged to subscribe to the laws of the University as printed in the first annual catalog, following closely the Oskaloosa pattern:

Laws of Drake University:

1. Students are required to be diligent in study, punctual in attendance upon recitations, examinations, chapel services, literary performances, and all other university exercises.
2. No student shall leave any class to which he has been assigned, without the permission of the Faculty. Nor shall any student take any study or assume any other obligation inconsistent with his university duties without like permission.
3. Students are required to abstain from profanity, the desecration of the Lord's day, gambling, all intoxicating drinks, from visiting any saloon, billiard room, or any other place of improper resort, and from whatever else is inconsistent with good order, good taste, and good morals.
4. Students are required to attend public worship, and also Sunday-school, at least once upon each Lord's day.

5. No student will be permitted to leave the vicinity of Des Moines without permission from the Faculty.
6. The frequent visiting of each other's rooms on the part of students, lounging about town or elsewhere during study hours, and all excessive gallantry are strictly prohibited.
7. Any student defacing, or otherwise injuring the university property, will be required to make such damage good, and may be subjected to discipline besides.

All students are required to conform to the foregoing laws, and all other general or specific announcements that may be made by the Board or the Faculty.

When all formalities had been complied with, the newly enrolled students left the office on the second floor of the Students' Home and climbed to their rooms on the third or fourth floors. In each they found a table, a washstand, two chairs, and a bedstead with a tick which had recently been filled with straw from Kingman's strawstack about a half-mile away (near 28th and Cottage Grove). The bedding, towels, and other articles which they had brought from home gave such comfort as was expected in that day. If these accommodations seem meager, it must be remembered that they cost only forty to sixty cents a week. As cold weather crept on during the fall, the two stoves that acted as stand-ins for the promised steam boiler furnished scant heat. And the most favorable reports recorded indicate that the steam heat was not much better when it did arrive. One room was reputed to have had a luxurious featherbed, but the Bottenfields and Professor Shepperd were obliged to sleep on the floor during the very early days, as did some of the students.

The boarding hall had no dietician or maître d'hôtel. It was under student government, and the primary consideration seems to have been that of finding food that

did not cost over \$1.25 a week for each boarder. There was an added charge of fifty cents a week for cooking. The first cook had come from a similar position at a nearby boys' reformatory, but left soon, so it was said, because she had been used to restraint within close quarters and couldn't stand the absence of a partition between the kitchen and the furnace room.

As was most natural, the interests of the church were not forgotten. On the day after enrollment a conference was held with students looking toward the formation of a Sunday school on the campus. Its first meeting was held on Sunday, September 25. For several years Professor Givens was its superintendent while it was housed on the campus. Professor William P. Macy was also prominent in its work. Church services and also occasional revival services were held in the chapel room of the Students' Home. The religious services were considered to be an extension of the activities of the Central Christian Church, or Christian Chapel as it was then called.

Since the campus was so far away and so isolated from the downtown district by lack of transportation, the University was inclined to operate almost as an independent unit. The horse-drawn streetcar came up Woodland Avenue close to Nineteenth Street, and a hack was operated between that point and the campus. But connections were so awkward and time consuming that stores began to spring up as forerunners of the present neighborhood shopping center.

Student activity was restricted to hasty improvisation for the most part. A swing was put up just south of the Students' Home for the girls, and the boys kicked a football about without regard to rules. Incidentally there were few rules of football at that time in any

university. The boys felt more at home playing baseball and before long were busily engaged in that form of intercollegiate sport.

Water was secured from a nearby well, and since a sewer system was about fifteen years in the future, the substitute "necessities" were of the usual primitive type. Small wonder then that typhoid swept through the student body in the fall of 1882, fortunately with only one death.

Nevertheless, University Place was growing up and in 1883 it was organized as an incorporated town centered around the campus and its activities. At once it set about to regularize its business and to secure appropriate community benefits. During a good part of the corporate existence of the town of University Place its council met in the administration building, and some of the University staff members were town officers.<sup>1</sup> The University felt it was growing up with the town when on September 18 of the same year it dedicated the new administration building, with a service in the chapel at which Daniel R. Lucas, who was then giving most of his time to the furtherance of the University, delivered the first summary account of the history of Drake University. The new community was both a reality and a hope.

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<sup>1</sup>University Place, as well as a number of incorporated towns lying on the outskirts of Des Moines, lost its separate identity when the city limits were extended in 1890.

## THE CHANCELLOR'S PLAN

BY THE FALL of 1883 Drake University had passed over the threshold beyond anxiety and into security. It was now eager to realize some of the vague hopes that had persisted during the crowded first years. One of the earliest evidences of anticipated growth was the change of title that was given to President Carpenter in 1882. Hitherto he had been president both of the faculties (University) and of the Literary and Art Department. Now in 1882 he was known as Chancellor of the University. B. J. Radford, minister at the Central Christian Church, assumed the presidency of the Literary and Art Department in 1882 and was assisted by Vice-President Dunshee, a full-time faculty member. The intention was that the Chancellor would be responsible for financial and administrative direction only, but it was soon to become evident that Carpenter, as Chancellor of the University, was to be responsible also for educational development on the uptown campus.

The Medical and Law Colleges as stock companies directed their own programs and normally added little to the cares of the Chancellor. At once, however, the Iowa Eclectic Medical College presented a special administrative problem to Chancellor Carpenter and the Board because of internal dissension and disorder. By the end



of the year 1882-83 it had been split wide open. As a result its members and their associates formed two new medical colleges, the Iowa Medical College (Eclectic) and the King Eclectic Medical College. By September, 1883, the former had made a contract to operate as an affiliate of Drake, while the King Eclectic Medical College and the recently formed "regular" Iowa College of Physicians and Surgeons operated independently in a field of sharp rivalry. The new medical department of the University was not more placid than its predecessor and Chancellor Carpenter had the old problem again on his hands. Finally on March 15, 1887, the Trustees acted to terminate the contract with the Iowa Medical College and to seek a new faculty. This offered an opportunity to the College of Physicians and Surgeons, which had been organized as an independent college in 1882, to gain prestige by affiliation. A contract was in effect in time for the college year of 1887-88. Chancellor Carpenter had no more difficulties of this kind.

Within the Literary and Art Department additional duties were thrust upon Chancellor Carpenter by the resignation of President Radford in 1883. When the University opened in September of 1883, Carpenter was Chancellor of the University and President of the Literary and Art Department, an omnibus college with wider range of interests than ordinarily will be found today in most similar colleges. This dual position he held until 1889, assisted first by Vice-President Norman Dunshee, professor of ancient languages, and then by Vice-President David R. Dungan, professor of biblical literature. It was within the framework of this department or college that major experimentation and development took place, and here is to be seen the Chancellor's plan as it expanded into a university pattern.

Until the fall of 1886 the program of the Literary and Art Department operated much as it did when first organized. In addition to the two-year academy course, there were the basic parallel four-year courses, designated as classical, philosophical, and scientific courses. The ladies' course was a coordinate program with a certificate of graduation but without a degree diploma. Bible courses were arranged in a special four-year program which met the local B.D. degree requirements. There were also courses in music, art, normal training, and commercial subjects, generally of shorter duration, and rewarded with certificates of graduation instead of degrees.

In the fall of 1886, in response to the growing popularity of the elective system as well as because of local needs, a significant change took place within the Literary and Art Department covering degree programs.

The reorganized three-year academy course which was a part of this college had few electives and was now modified chiefly by the omission of all requirements for ancient language, particularly Latin, which had until this time been required for entrance into the college. This academy work was thought of as partly terminal, and the dropping of Latin was hailed as a great advance in popular education based on the more essential need for training in English.

For those who wished to go beyond the academy, a two-year collegiate course was offered. This was stereotyped as an offering of general educational value, but with specific significance as a basis for later specialization. It provided for two years of Latin and one of Greek to compensate for the omission of ancient language in the academy. Any faculty member of the present time will recognize a close similarity in external form

between this program of the 1880's and the general educational program now in operation.

The collegiate course for freshmen and sophomores was followed by parallel university courses for juniors and seniors, thus confining classified options to the last two years instead of allowing them for four years as had previously been the case. These university courses and their corresponding degrees were: (1) ancient languages, A.B.; (2) modern languages, B.M.L.; (3) belles lettres, B.B.L.; (4) philosophical, B.Ph. (Ph.B.); (5) scientific, B.S.; and (6) civil engineering, B.C.E. It may be assumed that the belles lettres course was a substitution on the degree level for the similar ladies' course, offered earlier, since its only graduates were women. The civil engineering degree was evidently a concession to the demand for occupational training. There were as before a number of short courses in music, art, commercial studies, and normal training.

The Bible course was not changed significantly. Its students were admitted without Latin and were encouraged to take the English Bible course with a certificate of graduation, but no degree. Professor Dungan who directed the education of prospective, as well as experienced, ministers on the campus, was himself without finished college training, and was disinclined to urge even a four-year program upon his students. A Bible student was allowed, however, to take a literary (classical) or a philosophical course with approved Bible study substitutions and receive the B.D. degree after four years of study.

The fall of 1888 was indeed eventful in the history of Drake University, for then the conversion of college into university reached its final point of differentiation. The first step in this transformation was the annexation by

lease of Callanan College at Twelfth Street and Pleasant Avenue, on ground now occupied by the Methodist Hospital. This institution was privately owned by James Callanan, a prominent Des Moines citizen. It had been organized in 1879-80 as the Des Moines Collegiate Institute by C. R. Pomeroy who earlier had been principal of the State Normal School at Emporia, Kansas. Later it assumed the name Callanan College, and had recently been operated under a lease held by J. W. Akers, C. F. Saylor, and M. P. Givens who was head of the commercial work at Drake. Under the terms of the new lease Mr. Akers was to be continued as its head, but he resigned on July 3, and Henry C. Long was president when it was opened by Drake in the fall of 1888. On the morning of Callanan's first commencement day, June 20, 1889, the building was burned, and the exercises were hastily shifted to the Central Christian Church. The building was rebuilt at once by the owner, and the contract was continued, although the operations of the year had not been financially profitable.

With the inclusion of Callanan College under the Drake roof the transformation of college into full university character moved on apace. The Literary and Art Department, as a separate entity, was subjected to a flurry of fractionation and emerged as five separate colleges and a residual school. The original college or department appeared under a new name as the College of Letters and Science. The Bible Department was now the Bible College. The Normal work that had been conducted on the Drake campus was transferred to Callanan College as already noted. The departments of music and commercial subjects, which had hitherto played minor roles, now emerged as full-panoplied colleges. Art still played a minor role, but it had separate identity as

a school. Meanwhile the College of Pharmacy, which had been under the shelter of the Medical College, also appeared as a separate college, but without a separate dean.

Drake University, which for seven years had been a three-college university, was now a galaxy of colleges, each with its separate and defined orbit.

The College of Letters and Science was headed by the Chancellor, as *ex officio* president, and D. R. Dungan, as vice-president. Six baccalaureate degrees were still offered. The next year (1889) only two degrees were offered for six courses, after dropping modern languages and adding commercial subjects: B.A. for the ancient languages, belles lettres, and philosophical courses; and B.S., for the scientific, civil engineering, and new commercial course. In 1891 there was a new alphabetical resurgence and five degrees appeared: B.A., B.L., B.S., C.E., and the fleeting A.C. (analytical chemistry). With decreasing resourcefulness for change in 1892 the college dropped the C.E. and the A.C. and was content with the B.A., the B.L., and B.S. degrees.

The Bible College had as its dean, D. R. Dungan, and offered the B.D. degree for two years' work taken in addition to the two-year collegiate (freshman-sophomore) course in the College of Letters and Science. The English Bible course earned a certificate of graduation, without degree status.

The Musical (not Music) College with Director Maro L. Bartlett at Callanan College, and Assistant Director Nettie Gardner on the Drake campus, offered the B.Mus. degree, and a certificate of graduation.

Callanan College, to which all the Normal Training had been transferred, was under the direction of Henry



C. Long as president and principal of the Normal Department. In addition to teachers' certificates without degree value, this college offered three degrees, B.E.D. (bachelor of elementary didactics), B.S.D. (bachelor of scientific didactics), and M.S.D. (master of scientific didactics).

The Business College, like the Musical College, was divided, the work on the Drake campus being under Principal Henry D. McAneney, and the work at Callanan under Principal Milton P. Givens. Department certificates were offered, also the degree B.B.S. (bachelor of business science). In 1890 this degree was dropped, and the degree B.B.S. might be earned in the College of Letters and Science by combining two years of business courses with the two-year collegiate program. In 1892 this arrangement was dropped and only certificates of graduation from restricted courses were continued.

The Law College under Dean Andrew J. Baker offered its usual degree L.L.B., now based on two years' work.

The Medical College, under Dean Lewis Schooler, awarded the M.D. degree, for three years' work. The Pharmacy College also under Dean Schooler, conferred upon its seniors the certificate or diploma, Ph.G. (graduate of pharmacy). In 1892 the separation from the Medical College was completed by the appointment of Dr. Floyd Davis, as Dean.

In 1892 a new college was added, the College of Oratory, under Principal Ed Amherst Ott. A two-year course was rewarded with the degree B.O. (bachelor of oratory). This venture seems to have been stimulated by a growing interest on the part of students in oratory and debate, not to mention the off-campus application in preaching and Chautauqua work.

There was inevitable confusion in connection with the issuance of so many and so variable degrees and certificates by some of the colleges that an attempt was made to differentiate between them by publishing separate lists of degrees and certificate candidates in the catalog announcements issued for the years 1891-92 and 1892-93. In spite of this precaution a considerable amount of uncertainty prevailed then, and still does, as to the intention of and the understanding about these distinctions.

No special definition was given to degrees secured after the granting of the baccalaureate degree until 1887 when regulations affecting the master of arts degree were published. Previous to that time on several occasions it had been conferred as a "complimentary" degree. On the basis of an approved four-year course a candidate might enter upon a one-year graduate program, or pursue through private study an approved course, in either case passing an examination. A special provision made it possible for graduates of the Law, Medical, and Bible Colleges to qualify for the M.A. degree on the basis of high rank in their professional work. A thesis, measured partly in number of words, was required of all. The master of scientific didactics degree was granted by Callanan College after one year of advanced study.

The LL.D. degree was offered as an honorary degree. But there was some wavering in regard to the Ph.D. degree, or D.Ph. as it was designated in the catalog. In 1887 and 1888 it was described as wholly honorary. In 1889 it was announced as a degree to be earned under the unmodified rules governing the master of arts degree but presumably with higher standards. In 1890 and 1891 caution had at last seized upon the authorities, and the Ph.D. was reserved for rare cases of high merit and

distinction in science and letters. The degree was never conferred, and under the guidance of prudence no further mention of it was made as an offered degree.

As delineated by Chancellor Carpenter, Drake University was projected upon a vast and expansive plan. That part of his dream which he realized would have been still greater if he had been able to give substance to one or two additional features. He and George Jewett, secretary of the Board of Trustees, made a trip to Oskaloosa in 1889, apparently in the hope that the reorganized Oskaloosa College might at last consent to move to Des Moines. Whatever may have been the negotiations, the college at Oskaloosa preferred to stay in its old home until it finally disappeared in 1900, after liquidating its debts by sale of property. Even more expansive was the wistful hope entertained for a year or more of establishing a Polytechnic Institute that would house a number of occupational training schools, as in mining, and engineering.

In March of 1889 the trustees authorized negotiations with the West End Land Company for the purchase of one hundred acres of land two miles west of the campus near Waveland Park, where a \$40,000 building would be constructed in the midst of ample experimental grounds. The deal was uncertain in June, but in October looked somewhat more promising. By this time, Chancellor Carpenter and the trustees alike were growing more cautious and made stipulations to prevent the attachment of a lien on University property. Again in April of 1890 the project gave its last flicker of life when the trustees agreed that they would consider a similar proposition affecting an unnamed site in the east part of Des Moines.

If by chance or miracle Chancellor Carpenter had been able to give permanence to his projects, he would also

have maintained a downtown building as a home for the Medical and Law Colleges, and would thus have stretched four campuses across the city of Des Moines—the downtown professional schools, Callanan Normal College, the present uptown campus with four or five colleges and the Polytechnic Institute in sight of the present Drake-Municipal Observatory.

This projection of many colleges and several campuses prompted Chancellor Carpenter to declare in the catalog announcements for 1889-90 that Drake University had been “formed under the English idea of a University composed of a circle of colleges, with courses somewhat parallel, rather than upon the German conception of exclusively post-graduate and professional work.” So impressive was this identification that the catalogs of the University repeated his characterization for several years after his death. In fact the correspondence to any English university was extremely superficial. Drake University was actually an American institution moving with the tides that were at that time sweeping over academic life.

Chancellor Carpenter's planning for a greatly expanded university was constantly interrupted by the grinding necessities of administration. It was his task to bring old equipment up to date, to provide for new, to find competent teachers and administrators, and all the while to secure the approval and assistance of the city and the church with which the University was associated.

The Students' Home put up hurriedly in the summer of 1881 was constantly calling for attention. The steam heating system was never satisfactory, and if by chance the pipes burst there was more than ordinary disturbance. The Bottenfields assumed the management of the

Home in 1881 as a part of their service to the University. As time went on it became increasingly difficult to find satisfactory superintendents and matrons, and the faculty members were unwilling to assume the responsibility of management because of certain annoyance and uncertain income. As new residences were built in University Place and were opened to student roomers, the need for a university dormitory decreased, and the Students' Home was vacated, portion by portion, as it awaited its early end, which came in 1894.

The Administration Building was ready for use by September of 1883, but it was by no means completed. Heating by stoves was from the first unsatisfactory. Steam heating was considered in 1884, but this improvement was immediately postponed until the general debt was reduced. Since the chapel was used for services by members of the Central Christian Church who lived in the community, on one occasion many of its members joined with the faculty in making such improvements as was within the reach of their skill. In spite of repeated urging by Chancellor Carpenter the modernization of the building was not carried out until 1888. Two rooms on the ground floor were finished then and for the first time the whole building was available for use. Steam heating was installed to take the place of the bothersome and inadequate stoves. For convenience in changing classes on the hour, electric bells were installed in the building as well as in the Students' Home.

As the enrollment increased and as the curriculum became diversified, additional room came to be a necessity. The Board of Trustees responded to Chancellor Carpenter's requests and in 1888 approved the construction of a science building, whenever funds should become available. Two years later the proposition became more



concrete when the name "Alumni Hall" was suggested and an initial fund of \$15,000 was proposed. Professor Lafayette Higgins immediately drew plans, and the Board reduced the required minimum of available cash to \$10,000. The foundation was put in and early in 1891 planning for the completion of the building was promoted. The raising of money was becoming increasingly difficult as the economy of the country moved toward the panic of 1893. There were still some city lots to be sold, and a few donations went beyond three figures. An appeal to students and alumni was made, and their pledges reached the total of \$20,000. The panic of 1893 made collections difficult. It is not strange, therefore, that the retirement of the debt on Science Hall long outlasted the century.

At commencement time in 1892 the three-story, sixty-by eighty-foot building had only two units near completion, the museum and the gymnasium. Neither room, of course, called for much finished carpentry. The gymnasium was a response to long and earnest clamoring on the part of students who protested in the college magazine, the *Delphic*, that they did not wish to degenerate into pallid weaklings. The space of the first and second floors on the north side of the building was left in one large gymnasium room, and the YMCA acquired by public subscription in part an assortment of Indian clubs, dumb bells, horses, and rings, which along with mats and miscellaneous items constituted the entire athletic equipment for several years. The absence of bathrooms, with tubs and showers, raised such a protest that they were soon installed almost in self-defense. Finally the gymnasium room was proudly dedicated on December 1, 1892.

The commencement of 1893 found Science Hall almost completed. Only one large room was unfinished. Like

the Students' Home of ten years before, the building possessed an omnibus quality, for it housed not only the gymnasium and the museum, but also the Bible College, the Alumni office, YMCA, and YWCA offices, and the Normal College which had been removed from the Callanan College quarters at the expiration of the five-year lease in June. General Drake had promised a high-quality telescope, and a tower was constructed to house it when the mounting could be arranged for in another year.

In 1913 the building which started out as Alumni Hall, then was known as Alumni-Science Hall, and finally as Science Hall, was officially renamed Sage Hall. It was torn down in 1949 when the modern Harvey Ingham Building replaced its outworn usefulness. The marker placed upon its site, south and west of Cole Hall, records the name Sage Hall, in recognition of a generous gift by Mrs. Russell Sage, but in alumni memory it is still Science Hall.

With the removal of the Normal College to Science Hall, Drake University had now shrunk from a three-campus to a two-campus form. The downtown Colleges of Law and Medicine had been in quarters that were not adequate either for present or future use. Chancellor Carpenter was anxious to find a better home for them under closer University management. In 1891 he tried to buy the Central Christian Church building on Locust Street after that congregation moved to its new church building at Ninth and High Streets. Attempts were made also to buy other downtown properties, and after the Normal College was moved to the uptown campus, an effort was made to induce James Callanan to refit his college building as a hospital for the Medical College. The question was settled finally by leasing a downtown

building in 1891 just north of the courthouse with the option of buying at any later time. The medical faculty hoped to be able to build a fourth floor. Rentals were expected to ease the financial burden.

On the human side also the Chancellor's problems were complex. Of the veteran staff which had served with him at Oskaloosa only one, Bruce Shepperd, was still on the list after 1890. William Barnard, who had once taught at Oskaloosa, joined the Drake staff in 1886 as the first Ph.D. on the faculty. This promising young scientist had acquired some little distinction in the Bureau of Entomology at Washington and gave assurance of prestige to the new university. His service was of short duration, however, for his death occurred in the fall of 1887, when he had barely started his second year on the campus.

Professor Norman Dunshee, who also had taught at Oskaloosa, joined the Drake faculty in 1881 and for several years assisted the Chancellor as vice-president of the Literary and Art Department or College. He was recognized as a highly qualified teacher in the field of ancient languages particularly. His death occurred in 1890.

Mark E. Wright, who headed the work in music at Oskaloosa and during the early years at Drake, left the faculty in 1887. Professor and Mrs. Macy, both prominent faculty members of Oskaloosa and Drake, resigned in 1888, and M. P. Givens left in 1887 to enter business in Colorado. Low salaries were a particular burden, especially to those who could not readily supplement their campus incomes by other activities.

Lyman S. Bottenfield was another of the Oskaloosa group, teaching in the field of English literature, and occasionally in German language and literature.

Charles O. Martindale, who had studied at Oskaloosa, finished his course at Drake, and stayed for a short time as tutor. When the Normal College was set up as a separate unit in 1888 on the Callanan campus, he was its head. Both he and Professor Bottenfield left Drake in 1893, the year of Chancellor Carpenter's death.

David R. Dungan, who came as a teacher in the Bible Department in 1884 and who became dean of the Bible College when it was organized in 1888, soon became restless as he bargained in 1889 for the presidency of Cotner College in Lincoln, Nebraska. In 1890 he left to accept the Cotner offer "referring to some personal grievances" at Drake, and leaving an honorary degree of D.D. tabled by the Board of Trustees. He was quickly replaced by the appointment of Alvin I. Hobbs, who served until 1894.

The burden of heavy work began to tell on the vigor of Chancellor Carpenter. In 1888 the board noted his weariness and sought to release him from some of his responsibilities. They appointed Harvey Everest, of Garfield University at Wichita, Kansas, as President of the College of Letters and Sciences, but released him from his contract when requested to do so by the Wichita group. He was replaced by Barton O. Aylesworth, a young and promising minister, of Cedar Rapids, Iowa.

Although ably assisted by President Aylesworth, Chancellor Carpenter was more and more burdened by financial difficulties. His back was to the wall and retrenchment became a necessity. Whether because of finances or because of change in educational plans, the two-year general education program was dropped in 1889 and the conventional four-year courses were re-instated.

The faculty became concerned for the Chancellor's health and petitioned the Board of Trustees to grant him a leave of absence in order that he might recuperate. Late in 1892 he and Mrs. Carpenter left for California. When he returned early in the following May, he seems to have had some confidence that he could take up his work again, but by midsummer the Board discerned his rapid decline and provided for President Aylsworth to assume the Chancellor's duties. On August 5, Chancellor Carpenter died. He was buried in Woodland Cemetery and for many years the faculty made a pilgrimage on May 30 to his grave.

Today when one examines Chancellor Carpenter's proliferation of courses and certificates and degrees and colleges, it appears wildly fantastic until it is placed in proper perspective. The traditional college in which he had been trained and in which he had first taught was based on a body of formal study that was considered to be good for its own sake. By the 1880's this complacency had been challenged by such men as President Eliot of Harvard, who insisted that students might wish to choose different studies because of their differing interests. The large majority of the administrators, in the smaller institutions particularly, continued to defend the traditional pattern. But Chancellor Carpenter was not one of these. Perhaps the basic principles of Francis Bacon and John Locke had been transmitted to him through the ideals of his church, or possibly he was being stirred by the first phases of American pragmatism. In any case he was ready to break away from convention. And what a break it was! Again it must be remembered that there were then no collective judgments, no standardizing agencies, to prevent the pendulum from swinging far from the position where it had so long been



held by stubborn forces. What he was trying to do was to introduce an opportunity for students to express their varying interests. He attempted to do this by describing packages of knowledge that he considered to be logically consistent and which students might find to their liking. It is true that he did not anticipate John Dewey by making the student's talents and his possible service in society the real criterion. But even President Eliot did not do this. The great service Chancellor Carpenter rendered to the University was to give it freedom from stagnation and a zest for experimentation.

In the light of his later concrete proposals for educational change, Chancellor Carpenter's address at Drake University's third commencement, in 1884, assumes the character of a philosophy of education, slight though it may be. He chose a text as was the custom, the favorite text of all devout pragmatists, "By their fruits ye shall know them."

"Institutions of learning . . . must come under this rule. 'By their fruits ye shall know them.' Do those croakers against a collegiate curriculum know what a practical education is? . . . Is it not that which gives the mind the most power and adaptability? . . . The credentials that your young and hopeful *Alma Mater* will soon confer upon each of you, can only give you an introduction to the world of letters and of actual life. They can serve you no further. . . . In whatever of the varied and various vocations of life you may engage, as well as in general society, you must work out your own destiny."

## A CHANGE OF PACE

A VERY SHORT time before his death Chancellor Carpenter dictated to J. R. Stockham, financial secretary of the University, a statement of his plans for further development. Obviously he hoped that they might be a guide to his successor. At that time the one second in rank was Barton O. Aylesworth, President of the College of Letters and Science, who had general oversight on the campus whenever the Chancellor was absent. After Chancellor Carpenter's death he continued to exercise the powers he had previously held, and the board quickly granted him such of the chancellor's powers as were needed to carry out necessary business. They did not, however, designate him as chancellor.

The summary background of his position is as follows. Between 1882 and 1903 three top offices were designated, but not always filled. The chancellor was head of the University and was particularly responsible for financial oversight and general organization. The president was over the Literary and Art Department and later the College of Letters and Science. The vice-president was under him. The functions of the chancellorship and the presidency might be combined temporarily and specifically in one person under one title or the other. It was this dual capacity that fell to President Aylesworth in 1889 under the lesser title. Incidentally the vice-presidency was dropped in 1889, and not renewed until quite

recently. The chancellorship as the higher office remained open and unfilled until Bayard Craig was elected in 1897.

It was inevitable that President Aylesworth would be sensitive to the position in which he found himself. Not long after Chancellor Carpenter's death, probably as early as November of the same year, he made known his desire to be relieved of administrative duties that he might turn to literary work. But the Board of Trustees could not well spare him, for then they would have two top vacancies. Under the circumstances the Board and President Aylesworth were content to operate under a friendly *modus vivendi*.

In April and May of 1894 a test of their concordat appeared from an unexpected quarter. The critical aspects of the panic of 1893 had passed, but the sullen rumblings of its rage were still heard in the protests of the unemployed. Here and there over the country there appeared agitators for relief who summoned the hungry ones of the land to follow them to Washington to demand redress for their misfortune. One started from San Francisco and his path led through Des Moines. There were bound to be differences of opinion about "General" Kelley, for there were differences of emotion and reasoning about the cause he espoused. To many Kelley's protest, as well as that of the better-known agitator, Jacob S. Coxey, was Populism grown violent. Others had a deep sympathy for those who suffered a misfortune which they had not themselves created. This unarmed band of unemployed led by Kelley reached Council Bluffs and camped nearby, while their leader planned the trip across Iowa. Governor Frank D. Jackson was not hospitable, nor were the railroad officials who were asked to give them transportation. By chance President

Aylesworth was in Omaha about April 20, and went out to visit their camp. The army of one thousand soon moved across Iowa and reached Des Moines on the twenty-ninth, where it was housed in "the old stove works" near the present Fairgrounds. Primarily for the sake of order and safety a Des Moines Reception Committee was appointed at a public meeting held in the YMCA Hall, and instructed to deal with the army in such a way as to insure a short stay and no hunger-incited disorder. After a few days, the army of nearly one thousand under "General"—or "Admiral"—Kelley built a flotilla of raftlike flatboats and started down the unnavigable Des Moines River. The novice sailors disembarked on a succession of sand bars and the dangerous following of "General" Kelley was dissipated no one knows where or how.

For Drake University, however, this was not the end. It had been rumored that President Aylesworth had invited the army to visit the campus and was in fact a Kelley sympathizer. A great deal was made of the report that General Drake sent a telegram from his home in Centerville asking that the army should not be permitted to bivouac under the elms on the campus. Actually President Aylesworth had already decided that Kelley should not speak on the campus before the telegram was received.

On Monday, April 23, President Aylesworth went to the chapel where he found the room filled by students who had been informed by rumor that he was to speak. He had intended to speak to them on Wednesday, but since the stage was then set, he decided to fulfill their expectations by reporting then what he had seen and on Tuesday by attempting to analyze the movement. His

discussions were moderate, informative, and characteristically eloquent. He did not disguise his sympathy for the unfortunate, but neither did he endorse the march on Washington. He believed that Kelley was trying, and succeeding remarkably well, in preventing disorder. The remedies President Aylesworth suggested for the conditions which prompted the march on Washington are worthy of note. They were (1) more education, (2) a juster distribution of taxes, (3) just assessments for rich and poor, (4) an income tax, (5) free trade in articles of necessity, and (6) more complete control of corporations and monopolies. Except for free trade all these suggestions are now commonplace, but at that time against the background of Populism, they were, in the minds of many, very dangerous.

At the next meeting of the Board of Trustees on May 10, President Aylesworth got his coveted chair of English literature, but was not relieved of his administrative duties although at this time he repeated his request. Some critics had hoped he would be discharged, since they contended that Drake University had become a hotbed of violent socialism. The board in resolutions given to the press referred to "the chance connection of the name of Drake University with the Kelley army movement," and defined the relationship of the University to this and similar demonstrations, namely, that all issues should be faced boldly by the faculty but that no specific political or partisan doctrines should be advocated. There was no discernible reprimand to President Aylesworth, unless it was in the substitution of "the old tried and homely virtues of industry, economy, integrity, honesty, and loyalty" for President Aylesworth's remedies of more education, an income tax, and monopoly control. Apparently the Board did not disapprove his action



in having the sociology class conduct a census of the army, which discovered that of the 863 men interviewed, 206 had been born in foreign countries, and 218 were members of the Republican party, while the Democrats claimed 196. There was no mention of Populists or other left wingers.

The Board was indeed not happy about this chance involvement, but their relations with President Aylesworth were outwardly cordial, and he continued to serve under the limitations of his appointment, all the while wishing to be released. An indication that there was no intended censure by the Board it may be noted that one of the trustees who drafted the Board's statement of principles was H. O. Breedon, Pastor of the Central Christian Church and a fellow member with President Aylesworth on the Des Moines Reception Committee appointed to deal with the visit of Kelley's army.

President Aylesworth's desire to be freed from administrative duties may have been prompted by an ambition to find a greater opportunity to engage in literary work. Certainly he had on many occasions indicated both an interest and a talent in speaking and writing. His secondary status at the head of the university was enough to forestall the launching of any significant development on the campus. In addition to that there had been little recovery from the financial stringencies imposed by the panic of 1893 that continued to block all expansion and even handicapped maintenance. An attempt made in January, 1894, to secure a loan of \$27,000 at six per cent interest for five to ten years was unsuccessful, even though university property was offered as security. Time warrants were issued as payment for all services. No doubt there would have been complete despair had it not been for the prompting of General Drake, now

Governor of the State, who offered in June, 1896, to give \$25,000 for every \$75,000 given by others.

Some minor transactions were possible in spite of financial problems. The old Students' Home, erected hurriedly in the summer of 1881, could no longer be maintained. It had been abandoned bit by bit as equipment deteriorated, as management became increasingly difficult, and as available rooms in the community made it unnecessary. No sentiment seems to have been built up for it and it must have been with considerable relief to many that in May, 1894, the building and two lots on Twenty-sixth Street between University and Cottage Grove were sold for \$2,100. The salvaged material was used to construct an apartment which is still in use. One of the students wrote in the *Delphic* "Peace to its ashes" without evidence of mourning.

In the summer of 1895 an interesting though temporary addition was made to the campus. A small group of interested citizens furnished about \$1,500 for a greenhouse (18 feet by 60 feet) which was erected near the southwest corner of Science Hall. For some years it offered to Professor Ross an opportunity for winter botanical study, and to Custodian Louis Nelson an opportunity to start plants for summer flower beds on the campus.

More significant for the future were changes and improvements that were made possible after the incorporation of University Place within Des Moines in 1890 and the extension of city services into the area around the University by 1895. Paving in the University Place area was begun and sewers were extended into the campus grounds.

Another change had to do with nearby street names. For fourteen years University Avenue had stretched

along the northern side of the campus and North Street along the southern side. When some aggressive west-enders began to advocate changing North Street to Waveland Avenue, the Board of Trustees decided to make its recommendation to the Des Moines City Council. In response to their petition in 1895 North Street became University Avenue and the old University Avenue became Carpenter Avenue, as a university and city memorial to the late Chancellor.

Only one major appointment fell to the lot of President Aylesworth. Dean Alvin I. Hobbs who in 1890 had been appointed by Chancellor Carpenter to head the Bible College, died in 1894. His successor was Robert Mathews, who was called from a successful pastorate in Lexington, Kentucky.

Within the University itself some changes took place because of growth or necessity. For a few years the YMCA and YWCA had been responsible for the direction of such physical education as was provided. This involved the raising of an annual sustaining fund by the students. The responsibility became a considerable burden and consequently the YMCA asked the Trustees to appropriate two hundred and fifty dollars for physical education. The Board appointed a committee which after writing to about thirty leading universities recommended for the year 1894-95 that one hundred dollars be appropriated and that student fees be established. The preparatory students were to have three hours of physical education each week; freshmen and sophomores, two hours. A fee of one dollar each term was required of the young women, one dollar and a half from the young men. Such was the humble beginning of physical education at Drake University.

Downtown at the Medical College events did not progress smoothly on all occasions. In February, 1896, there was some disturbance over the clandestine procurement of dissection materials, about which the medical faculty did not have full knowledge. This flurry soon subsided, but in a few weeks the Trustees became concerned about other matters in the college. There was an investigation but no recorded action. In another year matters came to a head in a flare of publicity over irregularities in teaching and discipline. Dr. J. W. Kime, editor of the *Iowa Medical Journal* and associated with the Medical College, published an editorial in the issue of March, 1897, in which he protested against the faculty practice of placing examination questions on the board and leaving the task of proctoring to the janitor, whose duties were generally outside the room. Also in terms that marked the decline of Victorian restraint, he described the technique of insult employed by the men of the student body in what appeared to be a studied attempt to bring coeducation to an end in the college. When the editorial became news, everything went awry. The outcome was that coeducation was voted in after being voted out. Dr. Kime retired from the faculty both voluntarily and involuntarily. The medical faculty and the Trustees asserted that the charge Dr. Kime made had not been sustained, but that they should be corrected immediately.

As an isolated incident this disturbance has no lasting significance, but in connection with an equally unpleasant occurrence in the Law College, to be discussed later, it played its part in prompting the officials of the University to discard affiliation and adopt direct control of all colleges under a central organization.

In the midst of all this the Board was obliged to seek both a president of the College of Letters and Science and a chancellor of the University. President Aylesworth's informal resignation had been known to the Trustees for some time, and at their meeting on April 15, 1897, it was formally recorded, and President Aylesworth was released to assume the pastorate of the Central Christian Church at Denver after April 23. At that same meeting the trustees elected to the presidency Professor George P. Coler of Ann Arbor, Michigan, and made arrangements to complete a contract with Bayard Craig, minister at San Antonio, Texas, to fill the four-year-old vacancy of the chancellorship. Again the efforts of the Trustees were only partially realized, for Professor Coler did not accept the presidency of the College, nor did Professor Edgar Odell Lovett of Johns Hopkins University, who was favorably voted upon in May. The office remained open for another year until one of the founding group, Bruce Shepperd, was made dean, as an experiment in administration, since the College had always had a president who as an administrator stood closer to the chancellor than would generally be the case with a dean.

Chancellor Craig had already achieved a significant rank among the ministers of the church. From the academic standpoint also he was well qualified, since after his training at the University of Iowa he had spent two years in graduate work at Yale. His relatively short administration, like that of his predecessor, seemed to be concerned more with small matters than with great, and not until later did they assume significance in the development of the University.

As Chancellor Craig took office, Harvey W. Everest was selected as dean of the Bible College to replace



Dean Robert Mathews who had recently resigned. Dean Everest had been elected president of the College of Letters and Science in 1889, but had been released at the request of friends of Garfield University at Wichita, Kansas, who wished him to continue as president there. Now, after the disappearance of Garfield University, in 1897 he was available for an appointment at Drake. His standing as a scholar was widely recognized in the church and there was great anticipation that he might find full opportunity for a brilliant career at Drake. His health failed rapidly after his arrival in Des Moines, and Professor A. M. Haggard, who taught church history and homiletics in the Bible College, stepped into his place. In 1898 Acting Dean Haggard, somewhat reluctantly, accepted the deanship and served until 1910.

The year 1898 ran a course relatively uneventful in terms of fortune either good or bad. Nevertheless, two widely divergent events at about the same time gave accent to the college year. In the first instance the rumbling war clouds broke into storm in April. But the Spanish-American War ran its short course without bringing much disturbance to the campus. About a dozen men enlisted, at least one half of whom were studying for the ministry. By commencement time the outcome of the war was not difficult to see, and by the time classes assembled in September, there was no demand for man power.

The second event was within the university family and reached back through sentiment and appreciation to the first chancellor whose death had occurred less than five years before. On June 9 the senior class of the College of Letters and Science arranged a formal exercise at which a large boulder was dedicated to the memory of Chancellor Carpenter. It was placed at the foot of the

elm that a year earlier had been dedicated to the Chancellor by the class of 1897 with less formality. The Trustees who were in session that afternoon adjourned their meeting to join with the class of 1898. General Drake and Chancellor Craig responded to the student tributes given by Margaret Jewett, John P. Jesse, and Wilbert L. Carr. Since that day the elm has been known as Chancellor's Elm.<sup>1</sup>

There is a story about Chancellor's Elm told by the older generations, but now grown so faint in memory that it seems artificial to incredulous moderns. It was this tree, so goes the tale, that President Carpenter of Oskaloosa College climbed on that memorable March 20, 1881, when the site for Drake University was chosen. Forgetting the present impossibilities and improbabilities, let us reconstruct the scene as it emerges from mingled, but relevant, sources. A group of four or five men drove out to the edge of the city and tied their teams near the present Twenty-fourth Street and University Avenue since no road led farther on. A tract of land, open for sale, stretched north and westward. The men walked through the thick brush and second growth timber, looking for "the height of land." They found it at the point where the administration building now stands, then almost a wilderness with no markers for orientation. One of the men, forty-seven years of age, slender and agile, climbed a small tree nearby to look out over the dense growth and to get his bearings. Apparently the only familiar object he saw was the dome of the state

<sup>1</sup>Recognizing that the tree, which was probably twenty-five years old when Chancellor Carpenter first saw it in 1881, would eventually yield to time in spite of earnest care, Robert M. Evans, of the Class of 1912, thoughtfully arranged to have "little Chancellors" propagated by budding. One of these, chosen as the rightful heir, now stands to the south and slightly to the west of the parent tree, ready to receive the dedicatory stone of 1898, when it is no longer sheltered by the original Chancellor's Elm. Two other "little Chancellors" flank Cowles Library on the south, in the same tradition, but in lesser rank.

capitol nearly three miles away. He was satisfied, and went back to downtown Des Moines to plan with his associates for a new university out in the woods. The novelty of a college president or chancellor climbing a tree was too good to be kept, and Chancellor Carpenter himself on occasion good-naturedly referred to his stunt.<sup>2</sup>

However authentic the account may seem when told in its proper setting, Chancellor's Elm is significant to us chiefly because the classes of 1897 and 1898 designated it as a visible symbol of our indebtedness to those who built for us on the Drake campus, first among whom was Chancellor Carpenter.

The closing years of the century looked forward as well as backward, with Chancellor Craig "striving to make clear the vision seen by Chancellor Carpenter." General economic conditions of the country began to improve. The University, however, made a slow recovery, and the responsibility of securing financial support rested heavily upon Chancellor Craig. At one time he was so distressed by the pressure of university need that he could not see his way out. To a young sophomore girl who was rooming at his home his concern was unmistakably evident. One morning when he was particularly depressed, she asked him very directly what was troubling him, and he in unexpected confidence told her that the University was so hard pressed by immediate needs that he did not know where to turn. "Would a thousand dollars help?" she sympathetically asked.

<sup>2</sup>Norman Haskins and Ira Anderson left separate written accounts of their trip to the site of the present campus and of Chancellor Carpenter's exploit. It is reasonable to assume that D. E. Lucas went with them although there is no tangible evidence to support such a belief. A pious aura cast about the tree-climbing event by Ira Anderson in later published accounts and by Charles Blanchard in his *History of Drake University* has tended to make the story seem quite unnatural. Millard Olmsted, Ph.B. 1889, whose memory checked against printed documents has always proved to be entirely trustworthy, states that on more than one occasion he heard Chancellor Carpenter refer lightly to climbing a tree at the time of his first visit to the site. The identity of the tree climbed by the Chancellor has never been as well authenticated as the climbing of some tree.

"Help!" he exclaimed, "It would save the University." Without more ado, she sat down at his desk and wrote the saving check. It is not surprising that this youthful donor continued her interest in Drake University, and for many years before her death Jennie Robinson Bell was a life trustee. Many of her associates did not know of her initial gift.

Significant and timely as this gift was, it was soon to be followed by other gifts that ushered the University into a period of development and expansion. General Drake, after completing his term as Governor in 1898, turned again to the University as his greatest interest. During the few years that were left to him, he had two main objectives as chairman of the Board of Trustees. First he wished to see the control of the University centralized in one responsible management. The separate contracts by which the Law, Medical, and Pharmacy Colleges were affiliated left too many loopholes for administrative and economic embarrassment. And second he wished to see the growing institution adequately housed. On the campus Chancellor Craig shared with General Drake in the promotion of these two important objectives.

For many years the inadequacy of the University buildings had been forced upon the attention of all. The downtown Colleges of Law and Medicine had been shifted all too often in an effort to secure permanent quarters. As the lease on the Callanan College building approached expiration in June, 1893, an attempt was made to secure the owner's consent to have it fitted up as a hospital. Mr. Callanan refused to give his consent, and since the Normal College had been a costly venture as a second campus, plans were at once made to move both

the Normal and the Musical Colleges to the Administration and Science Buildings on the 25th Street campus. This, of course, increased crowding almost literally to the point of distress. President Aylesworth reminded the Trustees of the need for a new building in 1895, and at that time there were rumors, if not substantial hopes, that a medical building was in the offing. But the hard times of the 1890's had to run their course. In 1900 those interested in athletics were talking of a gymnasium costing \$20,000. In the end they were ready to compromise on a training shed extending north from the science building and costing not over \$5,000. This adjustment became necessary because the first and second year medical students after September, 1900, were to take their work in the science building. In order to provide room for the necessary laboratories, the two-story gymnasium was divided into two levels by the extension of the second story floor to the north wall. Although two new rooms on the second floor were created and assigned to the Medical College it was necessary to move the physics department to the Administration Building. This endless checker game could not be continued indefinitely, but it was a number of years before congestion was greatly relieved.

The first decision affecting a building program was that dormitories must wait. The old Students' Home had not been a success, but that experience seems hardly to have justified the rationalization that the University proclaimed in its catalog of 1903-1904 that "the dormitory system is now generally discarded as inimical to the health and morals of students." In passing it may be noted that this disapproval of dormitories was approximately the same as had appeared in the catalog of



1894-95, when the Students' Home had just been discontinued.

The first building to be erected was the Auditorium, and General Drake was the generous donor. When it was completed in 1900, the University had a large multipurpose assembly hall, but used chiefly for the chapel exercises. And above the Auditorium itself was a commodious attic area where the commercial department was housed. The floor space of the Administration Building, of which the Auditorium was structurally a part, was increased by more than fifty per cent. The old chapel room was at once converted into a library of quite spacious proportions for that day. And in addition there was another recitation room available when the library moved into its new quarters.

General Drake was not content with the addition of the Auditorium. The tower received some embellishment, and the front of the Administration Building, in his judgment, needed a "face lifting." The original entrance was so slight as hardly to be noticed against the broad two-story front. It was removed and the present entrance erected, of which it may be stated that the proportions are better than those of the original, if not the design. There is a faint and fading tradition that the large boulders in the foundation represent the incoming freshman and above them appear the successive stages of refinement to which these students are subjected in their college life, another version of the "diamond in the rough" motto.

For a brief time the erection of new buildings awaited the consolidation of the University under one centralized business management. The temporary flare-up in which the Medical College had a prominent part in 1897 and the financial responsibility which the University could

not easily escape made both contracting parties ready for a solution. When arrangements were made for the junior college medical students to take their work on the campus in 1900, the Iowa College of Physicians and Surgeons (the Drake Medical College) agreed to relinquish all its equipment and income and to submit all faculty appointments and other responsibilities to the University. This consolidation, to be noted later, was consummated in the early part of 1903.

Almost at the same time a disturbing incident brought the Iowa College of Law (The Drake Law College) into similar relationship. The Executive Committee of the Board discovered in the summer of 1901 that within the law faculty, made up to no small degree of part-time teaching and full-time practicing attorneys in the city, was a group that was planning to secede and set up a new law college of their own. The contract of affiliation dating from 1892 gave the University little or no control over the college. Especially since 1896 the management had been quite unsatisfactory and the contract had been practically ignored. Instead of asking for a new contract, the malcontents proceeded to plan for a new institution under management of their own. Apparently they did not move very fast for on March 21, 1902, the Board gave notice of discharge to J. H. Hume, P. S. McNutt, Spencer Cole, and others who might be associated with them. Dean Cole assisted the University in getting title to the property of the Law College and in establishing complete control as in the case of the Medical College. The seceders had enough of a case that they threatened a lawsuit to recover their equity. The University agreed to settle without resort to court action for \$4,000, an amount too generous in the judgment of Dean Cole.

In the same year the College of Pharmacy which had been associated for many years with the College of Medicine also gave up its contract of affiliation and accepted closer ties.

The Des Moines College of Dental Surgery, which had operated independently since its organization in 1897, made a ten-year contract of affiliation in 1901, contrary to the proclaimed rule of the University.

The School of Oratory, once the College of Oratory, was discontinued in the spring of 1902. Ed Amherst Ott had directed its work for eleven years and had attained considerable popularity among his followers. The Board of Trustees came to the conclusion that he had not adhered to his contract as strictly as he should have, and the discontent seems to have been mutual. He left to start a private school in Chicago and his work was restricted to less ambitious proportions under his successor, Claud Davis, as a teacher of oratory but without a formal school under his direction.

Director J. A. Strong, who had directed the Musical College from 1892 until 1898 and then continued as the director of the School of Music, resigned in 1900, and the new Conservatory of Music was placed under the deanship of Frederick Howard who in a few short years established high standards of performance for the Conservatory.

A new position was created late in 1901, the deanship of women. Mary Carpenter, daughter of the late Chancellor Carpenter, at once began her work as the first dean of women in the familiar scenes of her own college days, with assistance, as the Trustees noted, from Mrs. A. M. Haggard, wife of the dean of the Bible College. This deanship had been foreshadowed by the recognition in the catalog of 1897-98 that Professor Hattie

Moore Mitchell "has kindly oversight of the girl students," who were "expected to cooperate with Mrs. Mitchell in maintaining the proprieties."

In 1902 circumstances were so favorable on the campus that Chancellor Craig could have looked forward to even more successful years. But for reasons of his own he wished to terminate his service. When the Trustees met on June 18, the centralized organization of the University was reaffirmed and Chancellor Craig received a generous vote of confidence for the coming year. But he offered his resignation to take effect on August 15. This the Trustees refused to accept, but upon his insistence they granted him a year's leave of absence, hoping that he might in that time reconsider his decision and again become the Chancellor.

Meanwhile a younger man had been moving toward the front ranks, Hill McClelland Bell, a Drake graduate of 1890 and 1899 with wide teaching and administrative experience in Callanan and the Normal College at Drake, Highland Park College in Des Moines, and the Lincoln Normal College (Nebraska). For two years he had been vice-chancellor under Chancellor Craig, and upon the latter's departure was designated dean of the new College of Liberal Arts in the place of Bruce Shepperd and acting chancellor of the University. In view of increased assurance during the last years of Chancellor Craig's administration, the opportunities and the responsibilities of the new leader were great.

## THE STUDENT AND HIS ENVIRONMENT

THE OUT-OF-CLASS experience of the early Drake student was sufficiently different from that of today to warrant separate and somewhat generous discussion. It will be presented here in a series of topics which will suggest a student's four-year experience, but without regard to chronology within the period.

Those students who came from a distance found Des Moines to be a young but rapidly growing city with a population of 22,408 in 1880 and 50,093 in 1890. From the outside it was seen as the capital of the state, a railroad center, and the servicing agent for the agricultural area that surrounded it. From the inside it appeared to be a comfortable city of homes, a cultural center of wide significance, and a place offering many opportunities for investment of money and skill. To the incoming student all these features were present as a part of his enlarging experience.

To reach Drake University he found it necessary to ride two miles to University Place just outside the northwest corner of the city. Before 1890 University Place was a separately incorporated town; afterward it was a part of Des Moines but continued to be called University Place. Prior to 1889 the student took a horse-drawn streetcar to Nineteenth Street and Woodland Avenue, and when the line was extended, he could ride out to Twenty-fourth Street and Cottage Grove Avenue.



He got off at the big elm then standing on the southeast corner of the intersection. Among some of the older residents this was reputed to have been an early "council tree" for Iowa Indian assemblies.

Later the electric streetcar line approached University Place from the east, as the horse-drawn line was extended up Twenty-fourth Street to North Street (University Avenue). When the electric line reached University Place in the spring of 1889, it was hailed with cheers, and eighty-eight eager passengers crowded aboard the first car for the trip downtown. The immediate consolidation of the two lines under one management relegated the horse-drawn cars to the barn forever. The fare was still a nickel, but the ride was worth more.

After arranging for a room, either in the Students' Home or perhaps in one of the many welcoming private residences, the students sent home their addresses to maintain the ties that kept them in touch with parents and friends. Mail service was at first a matter of accommodation. The post office was originally a group of pigeonholes in the corner of a small store under the unofficial jurisdiction of a shopkeeper-postmaster who for a time had been a student at Drake. In 1886 University Place was made a part of a station-to-station route leading to the northwest, and honored with an official postmaster. Under the contemporary political system the spoils of office were rewarded in 1889. When at the end of that year the office was discontinued, both the University Place council and the University trustees asked to have it re-established. The almost immediate incorporation of University Place as a part of the enlarged city placed Drake and its surrounding neighborhood under the jurisdiction of the Des Moines post office, with a local branch that still serves the community.

The growing community about the University attracted a number of service stores. In 1887 there were two groceries, two meat markets, a bakery, a millinery shop, a drugstore, a bookstore, and a shoestore. For the convenience of students, no doubt, the town council voted in 1889 to permit the building of a popcorn and peanut stand at the corner of Twenty-fifth Street and University Avenue. A public pump with a wooden watering trough served the needs of man and beast. The University chemist warned the town council that the neighborhood wells were unsafe, and in 1888 the council permitted the Des Moines Water Company to extend its pipes so as to serve the area around the University. Gradually other stores, doctors' offices, a bank, and boardinghouses opened up to serve the more pressing needs of the community.

In many respects the student group was quite provincial. Many had never before been so far away from home. Many had grown up in rural communities and felt strange and lonely in even a small city. A few were from immigrants' homes and language was still a partial barrier to easy adjustment and comradeship. To most the new environment was an open door and through it they were eager to pass.<sup>1</sup>

Those who came from the mythical average home in Iowa were soon to discover that there was no monotonous uniformity among the students on the campus. While they held much in common, there was no one thing that bound them into similarity. Even the desire to learn had wide ranges in intensity and application. There were

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<sup>1</sup>The adjustment of a lonesome, but eager, student is told by Laurence M. Larsen, in *The Log Book of a Young Immigrant*. This young immigrant who was graduated in 1894 and later became a prominent member of the faculty of the University of Illinois as an eminent historian, has given a deeply understanding interpretation of a student's experience and inner transformation in this period of Drake's history, indeed the only one with truly penetrating insight.

marked differences in religious background. Few were rich, but there were many degrees of need.

From the beginning it has been the practice to accept qualified students without regard to race, color, or creed. Consequently there never has been a record kept by which students and alumni could be identified in any of these categories. Probably Henry Bacon was the first colored man to attend Drake. He studied here in 1886-87, and then went as minister to Kentucky. In 1889 Albert L. Bell entered the Law College and was graduated in 1892.

The presence of a few students from foreign lands gave a slight atmosphere of cosmopolitanism to the campus. Most of these were accepted quite readily and some of them kept in touch with the campus for many years. Jew Hawk, a Chinese boy, who had been in the United States for nearly four years, entered Drake in March, 1886, and became a favorite on the campus. He returned to China late in 1888, and in 1912 was reported to be a secretary to the President of the Chinese Republic. A little later Hu Lung (Louie Hugh) spent four years at Drake, took medical training in the West, and served first in the court of the Chinese emperor, and then was prominent as a revolutionist. Others were here from Persia, Armenia, and Japan; Oshana Bar-Jesus, Sergius Bar-Moses (John Sergius), Mihram Bagdasarian, and Taizo Kawai.

The influence of missionaries who went to the Orient in time brought quite a number from China, Japan, and particularly the Philippines after the Spanish-American War. The first Drake student who went from the campus as a missionary was Loduska Wyrick, who went to Japan in 1890, as a voluntary replacement for Belle Bennett whose plans for a missionary career were de-

feated by drowning. Miss Wyrick's service in Japan and the generosity of General Drake (who established Drake College in Tokyo) centered the interest of many on the campus and in the Christian churches in Des Moines upon that country for years.

In spite of varied interests that gave to the campus an atmosphere of individualism, there appeared at one time a leveling tendency, apparently with as much interest in economy as in democracy. In the fall of 1886 a number of the young men decided to adopt uniform dress, "the purpose of which is to limit all distinctions of wealth and class, and to enable all to procure clothing at the lowest rates." By a bit of persuasion they induced some of the young ladies also to make a similar decision. The idea was not really contagious but for a time the campus was sprinkled with young men in blue and young women in gray. The University gave encouragement by printing a paragraph in the catalog suggesting that uniform dress was a standard pattern. Even a co-operative association that secured a twelve to fifteen per cent reduction in cost did not make the plan popular and after about three years it seems to have been forgotten. During this period some of the young women introduced rather prematurely the style of short hair. This, too, was soon a thing of the past.

Another passing feature of campus life was the interest in military drill. Quite early Chancellor Carpenter had made an attempt to establish a "military department," but he was not able to arrange for the appointment of a military officer. Nevertheless, an unofficial unit was set up voluntarily by students. They attended chapel in uniform and their drill exercises occasioned complimentary remarks by other students. The first record of these activities appears under the

date 1886. In 1890 the University Battalion had three companies. Its time span suggests that it was an unconscious substitute for organized athletics.

Drake students were enough a part of the contemporary world to take an active interest in athletics. From the very first they kicked a football around among the trees, although with little thought of a game. Wherever there was a clearing in the brush, baseball flourished in limited form. Slowly out of casual campus contests, such as might occur on any vacant lot, some semblance of formal athletic games began to appear. In the spring of 1885 Simpson College challenged Drake to a football game. Drake expected to send a favorable reply. At that time any negotiation was an informal personal matter between a few students with little binding effect upon anyone. How many games there were with Simpson—if any—in the very first years can never be determined. There was so little general interest on the campus and in the city that no space was set aside in any publication for recording the results of games played. There is reason to believe that games, both baseball and football, were occasionally played without spectators, without gate receipts, and without an official score.

The first intercollegiate baseball game for which a record has been found was one played in May, 1885, when Drake won over Simpson with a score of 11 to 7. In the fall of that year a game was played with "the boys of Norwalk," again with a Drake victory. In May, 1886, a game was played with Iowa College at Grinnell, 30 to 5 in favor of Drake. Another victory over Iowa College was recorded for June, 1889. One gains a suspicion that the games in which Drake lost were not carefully noted. Nevertheless, Drake did lose to Newton in April, 1887.



Since there were no conference controls, baseball games were scheduled according to convenience. Hence the games with teams in nearby towns, like Norwalk and Newton. The same was true of football. In November, 1886, the Drake football "kickers" played a game with some of the State University alumni of Des Moines. The casual reference to the score, which was "about even," may conceal a defeat. In any case there was no consuming enthusiasm that swept over the student body, or the public.

No doubt there were other games, now vaguely lurking behind occasional obscure comments that appeared in the *Delphic*. One reason for the infrequency of reported games may lie in the opposition of the faculty to games played off the campus. In the fall of 1886 the students complained about an edict that was designed to keep teams and games at home. Their importunities were at last heard, for in the spring of 1888 the baseball club was permitted to join the state league of college teams. The central association was made up, in addition to Drake, of Simpson, Des Moines, and Iowa State colleges. The eastern association included Iowa College (Grinnell), the University of Iowa, and Cornell and Iowa Wesleyan colleges.

But why was the prohibitory edict in force in 1890? There may have been a shifting tug of war between faculty and students over a period of years. In spite of rebuffs the students organized their first athletic association in 1890 and continued their campaign for recognition of intercollegiate sports. Previous to this time teams had been created spontaneously. There were no continuing squads with men picked because of athletic skill. It seems quite likely that games were bootlegged off campus by the mere act of assembling a team where

another self-created team appeared. The prohibition was ignored and the team disappeared completely as a dozen or more young men walked nonchalantly back to the campus. But the students did not enjoy their clandestine victory over law. Hence the athletic association's open challenge to University authorities: "Allow us to play competitive games, and in six months we will proclaim the advantages of Drake University beyond all that can be written in colleges; and we will do it worthily and respectably."

Gradually the students won their point. Possibly their football games with Des Moines College in the fall of 1891 were legitimate. The game of 1892 was even more probably within the law, as were two baseball games with Highland Park College in 1892. Certainly the students were free from crippling restrictions in the spring of 1893, when the athletic association proudly identified itself as a member of the Iowa Intercollegiate Baseball Association, and as sharing in a schedule of eleven games. Drake's four games were with the University of Iowa, Iowa State, Iowa (Grinnell) and Cornell Colleges.

Actually the schedule as originally planned was not played. Rearrangements were made for the purpose of convenience. The game at Grinnell, which was off schedule, was contested, and the quarrel carried over into the fall. The trouble was over the question of professionalism, a baffling problem everywhere as college athletics began to be organized. Drake partisans contended that one of her opponent's team was a hireling. Iowa College, in generous rebuttal, charged that Drake had six or seven professionals. The *Delphic* threw a great deal of light upon the incident by its equivocal statement: "Well, Drake had some students last year who

had played professionally; but our team never had as many as seven, or even six professionals." Apparently the team was disowned at Drake by a resolve to have a team soon that would be composed of actual students. Professionalism was not easily eradicated, however, for "we are no worse than other colleges."

Momentum in athletic enthusiasm grew stronger and stronger after 1890. The athletic association became the spokesman for student wishes. In 1892 the Board of Trustees gave its consent to the clearing of the west campus. A one-fifth-mile track circled the available space, while football, baseball, and other nontrack events used the central part of the field. Hitherto practice had been restricted to such places as the area between Thirty-first and Thirty-second Streets, on the north side of University Avenue, or General Drake's lots, later converted into Drake Park.

While athletics, both intramural and intercollegiate, began in the 1880's, the year 1893 may properly be designated as marking the advent of organized planned sports at Drake, and football was the most prominent of all. In that year three men moved into key positions and assured a measure of consistency in planning and performance. Professor L. S. Ross, who had entered the faculty the year before, was given a place on the Athletic Association. Faculty recognition, for which the students had been striving for several years, was thus assured. Professor Jarvis A. Strong, who in 1892 had become the new Director of the Musical College, became manager of the team. W. W. Wharton, a student in the Bible College with football experience elsewhere that gave him a position of distinction, was the coach, or as he was called then, "the coacher." The squad proudly had its picture taken. It met the Des Moines High

School team, and neither team scored. Later it met a more formidable foe, Simpson College, and lost both games, one with a score of 62 to 0.

The game, which was then called Rugby, met considerable opposition both locally and throughout the country. It took too much running and kicking out of the game, as people thought they wanted to see it. It must be modified, they insisted, or it will never again have a successful season. Such was the assurance of the confident prophets then, who had no use for "flying V's" and such mass plays. But football was here to stay whatever problems it might encounter.

Progress was made, moreover, and in 1896 two games were scheduled in Des Moines, with Monmouth College and the downtown YMCA. Out-of-town games were scheduled at Oskaloosa (Penn College), Ames, Grinnell, Beloit, Chicago (Lake Forest), and Ann Arbor. Again the schedule was remade in the face of necessity and convenience, and the list of opponents actually met was less formidable than originally planned.

In 1897 a forward step was taken. W. W. Wharton and his successor, Hermon Williams, had been satisfactory as student coaches and had helped greatly against odds in formulating a consistent approach to athletics. To succeed them there was chosen A. B. Potter, a dental student at Northwestern Medical School, who gave his professional services for a few weeks in the fall, and then after the last game hurried back to his studies at Northwestern. Drake experienced a bit of good luck that fall, for among the new players were several who possessed the qualities that had been so sadly missing. Two at least deserve special mention, Dan McGugin and Dan Morehouse, as he was familiarly known in those days. Only the most recent alumni need to be reminded

that Dan McGugin went on to eminent leadership in athletics. For many years he was the coach at Vanderbilt University, and the place he achieved in sports is attested by his election to football's Hall of Fame. Player Morehouse continued on the Drake campus, advancing through one position after another, and finishing his career as president of the University.

The season of 1897 was a good one and the campus was proud of the team, "even if it did lose to Iowa University." But it was in 1898 that pride had no bounds, for then the team claimed its victory in football for the whole Mississippi-Missouri region. The last game of the season was played against Iowa College (Grinnell) at the YMCA field on Southwest Ninth Street. There had been a heavy snow, and when the field was finally cleared, it was still covered with ice. No yard lines could be marked, but at least the ice could be covered with sawdust. Three thousand spectators shivered through the game. The last eight minutes were played in darkness except for the pale light of the moon shining through the smoke-laden atmosphere. The game was not more important than others as a game, but it symbolized the final creation of a spirit that had meaning to the University. Even yet the incidents of that season's playing are told on the campus when commencement or homecoming brings together those who remember.

Another name that is associated with the team of 1898 deserves mention for a special reason. Channing Smith, captain of the team and no mean player himself, was caught up by the enthusiasm of victory, and in order to celebrate properly solicited from the merchants of University Place such things as they could contribute to a good "feed." The members of the team carried the five gallons of cider, the cakes, pies, doughnuts, and candy to



the most commodious room they could find and stuffed themselves with abandon as they rehearsed the memorable events of the season. The next year Captain Smith and his wife were hosts. When he entered medical practice at the nearby town of Granger, the Channing Smith dinner became one of the most treasured traditions of the football season. Each year until his death in December, 1952, the squad, win or lose, made the short trip to his home to renew the spirit of '98. The dinner is being continued by younger men who as members of the football team had been his guests and caught his generous spirit.

One innovation in the playing of football merits special mention. In 1900 football was played at the Western League Ball Park located near Fourth Street and Grand Avenue, much closer in than the YMCA field. An attempt was made to stimulate attendance by introducing night games. The ball park was lighted by fifty arc lights about fifteen feet apart hanging in three rows. Incandescent lights were also used wherever helpful. The experiment was considered successful as far as playing was concerned, except that punted balls were hard to see against the dazzling low lights. Two games were played, with Grinnell on October 5, and with Iowa State Normal School (Teachers' College) on October 13. Attendance was disappointing, only twenty-five hundred on October 5; and since lighting was expensive, the experiment was given up. When later technical advance made the lighting of a large field practicable, the twenty-eight-year-old innovation was tried again as if it had never been thought of.

While football was flourishing, baseball, for a short time the leading sport, went into a decline from which it could be only partially revived by artificial stimulus. In

1900 there was no baseball team at Drake except one that was playing for its own pleasure.

Competition in field events was persistent. Track took the place of baseball in the spring, and lent itself in the early days to intramural as well as intercollegiate contests. By the early 1890's field days were beginning to be important events, and were under the guidance of the Iowa Intercollegiate Athletic Association. A field day program was scheduled for May 16, 1891, with twenty-one events, including fencing, boxing, a tug of war, lawn tennis, a mile walk, and a mile bicycle race. Intramural field day programs could be held on practice grounds, or on Cottage Grove Avenue, which was the only paved street in the neighborhood in the early 1890's. State field day programs scheduled for Des Moines were usually held at the Iowa State Fair Grounds. Drake also participated in the Western Intercollegiate Field Meet at Chicago for a few years. Changes in field day enthusiasm took place as in baseball, and this phase of college athletics might have experienced the same fate had it not been rescued by the coming of the Drake Relays in 1910.

Recognition of the individual athlete was first extended to victors in the state field meets. Soon after the strengthening of the athletic association in 1893 the letter "D" was awarded to one man each year. The rules allowed retroactive awards and the first seven men honored were: W. D. Rothwell 1891; Charles Hall 1892; W. N. Shellenbarger 1893; A. C. Gwinn 1894; Lucian Miller 1895; E. Paul Jones 1896; E. E. Lowe 1897. What other awards may have been made under the original plan cannot now be determined. Since the plan was associated with athletic management under the

direction of the YMCA, it probably was abandoned in 1904 when athletic management was drastically changed, to be revived in the "D" Club of 1908.

Growing interest in intercollegiate competition called for some sort of symbol that would be recognized by all. President Aylesworth, of the College of Letters and Science, in 1890 appointed a committee from the faculty and the college classes to select college colors. There is no evidence that they made a report. At the state field meet held at the Fair Grounds in 1893 colors were selected on the spur of the moment, possibly red and green. With bad omen the colors were not fast, and some opposed their continued use. In 1894 the meet was held at Iowa City, and again there were no colors. A senior, P. P. Sullivan, rushed into a store and bought some white and blue ribbon and distributed it to the students who accompanied the competitors to the meet. This spontaneous act was accepted. In a year or two "White and Blue" meant Drake and the old-time college yell was in common use on all manner of occasions:

White and Blue, White and Blue!  
 What's the matter with old D. U.?  
 Blue and White, Blue and White!  
 Drake University, she's all right.

Although President Aylesworth's committee did not report, the colors hastily selected in 1894 were officially recognized in 1897.

The early Drake students sometimes wanted to free themselves from campus routine, as do those of today. In 1885 the students voted by a two-thirds majority, and apparently in very orderly fashion, not to go to classes on the Friday after Thanksgiving, and apparently the faculty acquiesced in their orderly decision. Most of the students engaged in unnoteworthy leisure, but a few of

the young men and women sought adventure by starting out on foot through Woodland Cemetery, to the water-works, the roundhouse, through some coal mines, a pottery, a packing house, and what else no one knows. November 27, 1885, was no doubt the original Flunk or Skip Day, a brief and treasured respite from monotony, or tension, or whatever engenders the transient love of abandon.

Most of the time the students wished to engage in something that gave an opportunity for self-expression in group activity. No more versatile outlet could be found than a college paper. The first campus publication, the *Drake Index*, was issued in the fall of 1882 under faculty guidance. Professor W. P. Macy was editor at one time, as was Charles Martindale, also a member of the faculty. It was first published monthly in newspaper form. The subscription was one dollar. Additional revenue was secured by general advertising solicited from University Place and Des Moines business firms. In content also the *Index* was a replica of the typical newspaper of the Midwest. There was a generous list of local news, often of a very personal nature. Also there were a few columns of essays, stories, travel accounts, and poems, written by faculty members and students. It was in effect a replica of the *Vidette*, earlier published at Oskaloosa College.

*The Index* survived two years only. Its successor, *The Drake Delphic*, was first issued in November of 1884 in magazine rather than newspaper form. In fact it was by intent a literary magazine. Its masthead displayed the statement "Literature is the highest of arts" until the fall of 1903 when it became a newspaper and left the literary field open to *The Drake*, a monthly magazine issued eight times in the college year. With the issue of

April, 1906, *The Drake* came to an end, and was not revived except in the form of short-lived publications that have from time to time appeared as the expression of a continuing wish to have a literary magazine on the campus.

*The Delphic*, in weekly, semiweekly, or daily form, has continued throughout the intervening years. Until early 1888 it made generous use of faculty assistance, although it was under student management. In order to establish rules and responsibility, as well as to approximate the structure of a regular publishing house, the students formed late in the spring of 1889 the Delphic Publishing Association. From time to time the constitution was revised to provide for contingencies that arose in connection with the election of editors and business managers. These elections became political contests of the first magnitude as alliances were formed between literary societies to control the votes. In spite of deadlocks and disappointments the *Delphic* election long continued to be one of the stirring events of the college year.

The desire to fix the record of each year in a form more entertaining than the University catalog prompted the students to attempt the publication of an annual, a complete record of campus life. But the publication of a college annual was not an easy procedure, especially with no pattern to follow and no prestige to carry plans over difficulties. The first annual was issued in 1890, under the title *The Ekard*, a not too cryptic disguise of the name of the University. Five years later the junior class issued their annual *Cap and Bells*. Still the idea of an annual did not catch the imagination of the university community.

In 1901 the tide of ill fortune turned. The Junior class of that year published its annual under the obviously



onomatopoetic name of *The Quax*.<sup>2</sup> It was a good annual. But better than its own intrinsic worth was the fact that it set a pattern for later classes to follow. Each one of the long series—now fifty-five—has sentimental value for the alumni, and together they present a special historical survey of University life.

Another publication gathered articles for a scientific magazine. A widely miscellaneous range of subjects was presented by faculty and student scientists in commendable form. There was not enough support to warrant the continuation of the *Technic*. Two lonely volumes for 1893 and 1894 rest on the library shelves today.

The literary societies that were transferred from Oskaloosa by the students who followed the faculty to Des Moines continued to flourish as the important social units of the campus. When the Administration Building was completed the societies moved into it and were assigned rooms on the upper floor. Occasionally a new society was formed, but none were as stable as the Philomathian, Athenian, and Berean Societies.

The development of fraternities and sororities at other institutions was reflected in occasional articles published in the *Delphic*. The student opinion about introducing them at Drake was generally unfavorable. Fraternities, it was argued, were undemocratic, indeed they were snobbish. There were a few, however, who could not resist the temptation to experiment in fraternity making. In 1891 a few young men joined in forming Beta Delta Chapter of Sigma Nu, not as a local fraternity, but as a chapter of a national organization. The existence of this new fraternity was for some time a well-guarded secret. By combining forces with three literary societies in a

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<sup>2</sup>The name *Quax* was given to the annual by H. Rea Woodman, a graduate of 1891, who taught English at Drake from 1898 to 1903. The first issue was dedicated to her and to Mary Carpenter, Dean of Women.

casual alliance two of the Greek letter men were elected to the *Delphic* staff. In May, 1892, they again attempted to capture the *Delphic* election, but by this time the existence of Sigma Nu was well known. The barbarians massed against them and won. The fraternity, which had a membership of fifteen, disappeared soon after it was brought into the open, as was almost inevitable in those days. Its charter was canceled in 1895, some time after the chapter became inactive.

Whether there were other attempts to form fraternities in the 1890's is not apparent now. But in October, 1902, an attempt was made to get legal recognition for a fraternity in the Law College. Requests from the outside as well as from the college itself were presented to the executive committee of the board. Dean C. C. Cole was the bearer of the petition, and with characteristic loyalty he argued the case for his boys and then with equal loyalty presented the objections to which the board members should give heed. Permission to organize was denied, and sweeping disapproval was expressed against any others that might seek to organize on the campus. Fraternities had to await another day.

Special mention must be made of one organization that came into existence in the fall of 1896. The Margaret Fuller Club, outwardly resembling the regular literary society, was in fact quite distinct. Six young women, wishing to emphasize the value of personality through intellectual and social development on a high level of responsibility, took the name of Margaret Fuller as a symbol of their intent and ideals. The charter members were Bonnie and Margaret Jewett, Allegra and Edith Frazier, Bessie Bruner, and Dura Brokaw. The highly selective membership policy and the continued emphasis

upon ideals gave to this club a permanency not enjoyed by its contemporaries.<sup>3</sup>

If 1892 may be taken as a representative year in the early period of Drake's history, an across-the-campus picture would show the following student organizations:

- 1) six literary societies  
Athenian, Berean, Philomathian, Alethian, Signet, and the Law Literary Society
- 2) four groups with religious emphasis  
the YMCA, the YWCA, the Belle Bennett Mission Band, and the Volunteer Mission Band
- 3) four "activity" groups  
the Ott Debating Club, the Oratorical Association, the Athletic Association, and the Delphic Publishing Association.

Give and take through the years immediately preceding or following 1892, and the picture remains fairly constant.

In spite of the apparent parochialism with which the campus life of the early days seems to have been over-spread, there was in fact a considerable amount of contact with the outside world of letters and action. For many years the YMCA sponsored an annual lecture and entertainment series of a high order. Not infrequently the literary societies sponsored a special lecturer, as did the Margaret Fuller Club. The University itself brought in outside speakers for the chapel exercises, and sometimes these were shared with classes. To understand the significance of the lecture programs of that day one must in imagination strike out of our modern life the movie, radio, and television, many of our publications and much

<sup>3</sup>In 1949 it merged with Sieve and Shears, a club of similar character dating from 1912. In February, 1954, the combined clubs became a chapter of the national organization Mortar Board. The Margaret Fuller scholarship fund, established in 1916, continues to assist young women, as does a special loan fund. Thus under another name the Margaret Fuller Club is the oldest independent organization on the campus.

of our transportation. Then the lecture can be seen as a truly cultural leaven and a contributing factor in the acquisition of a college education.

With relatively few exceptions the early Drake student came from a home where religious influence was prominent, and he expected it to continue to be a part of his life on the campus. The chapel exercises began each day's schedule from eight-forty-five to nine o'clock, except on Tuesday and Thursday when they began at eight-thirty and offered a fifteen-minute lecture in addition to devotions. Student comment upon these short addresses was generally favorable especially if President Aylesworth was the speaker. Attendance was expected, but was not compulsory.

Church services were held in the chapel, generally conducted by Professor Dungan. The group that met on the campus were in reality members of the Central Christian Church, and their congregation was therefore a branch of the downtown church. As the years passed and the community grew larger, the chapel began to be crowded. There were a dozen or more Sunday school classes meeting here and there in the college buildings. As early as 1885 there was talk about a church building that would provide enough room for church services. Professor Dungan had a prominent part in stirring up interest in the project. On May 14, 1888, a petition was presented to the Central Christian Church asking for the privilege of organizing a separate church, and on June 24 some three hundred persons transferred their membership to create the University Place congregation, which was as yet without a building and continued to use the University chapel.

The original plan was to build the new church at the corner of Twenty-fourth Street and Cottage Grove Ave-

nue, a site now identified as the triangular plot of ground still marked on the city map as Carpenter Square. This had been set aside by the University Land Company as a gift to the church whenever it should be organized. Chancellor Carpenter and George Jewett arranged with the Land Company to transfer the value of the original site to a new one at Twenty-fifth Street and University Avenue. Building was started in June of 1889 and in September of that year the cornerstone was laid. Governor Drake made a substantial donation to the cost of the building with the request that it should be available for university assemblies, particularly at the June commencement.<sup>4</sup>

During the first few years commencement involved a medley of exercises held by literary societies, several graduation programs held by three or more colleges at different times, sometimes in different months and in different places. The early commencement exercises of the Literary and Art Department were held downtown at the Christian Chapel, that is, the Central Christian Church, then located on Locust Street. In 1885 and 1886 they were held in the chapel room in the Students' Home. For the next three years they were held outdoors under the trees. Then in 1890 the church across the street was available. Much of the scaffolding was still standing about in the way and the windows were not yet in place. Ever since this occasion the University Church has been host to the graduating seniors at commencement time except rarely when it has been necessary to return to the campus.

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<sup>4</sup>An interesting plan that did not materialize was initiated by the University Board of Trustees in 1887 to join with the Christian churches of the state in sharing the cost of a pavilion or tabernacle seating three thousand persons to be built on the campus for state conventions, ministers' institutes, commencements, and similar gatherings that would be held in mild weather.



When the hurdle of final examinations was finally overcome and the ceremony of graduation was a thing of the past, the one-time timid freshman was at last an alumnus. Although there were graduates in 1882 and in the next succeeding years, it was not until a full four-year class had been out of college a full year that the first alumni banquet was held in 1886.

ORDINARILY the determination of the alumni list would be a simple matter, but in the case of Drake University there were some oddities worthy of note. There was an alumni association established before June 12, 1881, before the doors of Drake were opened, even before there were doors to open. The Board of Trustees in the original articles of incorporation declared that all Oskaloosa alumni who should secede to Drake would be entitled to elect two members of the Drake Board of Trustees. And as an alumni association they proceeded to do so in 1882 and thereafter until they finally were lost in the larger group of genuine Drake alumni. The action of the Board was of course an expedient bit of sophistry, which was not welcomed by Oskaloosa College. But some of the Drake alumni themselves were not to be outdone in sophistry by any Board of Trustees. In 1888 a petition was presented to the Board asking that only graduates of the Literary and Art Department should be permitted to participate in the election of alumni trustees. And this absurdity got some support in the board. As a matter of fact it took the Board almost a full year to arrive at the simple conclusion that all graduates of all colleges of the University were alumni and should therefore have equal privileges.

Such was the world in which the students of the early years lived. To know and to understand it is a part of knowing Drake University.

## PART THREE

### *A New Course and Its Hazards*

#### 8

### THE BOOMING YEARS

WHEN Hill McClelland Bell took up his duties in September of 1902, he was designated President and Acting Chancellor. These titles were reaffirmed in 1903 by the board. It was thereby implied that the highest office in the University was yet to be filled. Such action was not taken, however, and President Bell's leadership was so effectively demonstrated that the chancellorship was soon forgotten. It must be remembered, also, that in 1897 he had replaced Dean Bruce Shepperd as head of the College of Letters and Science (later Liberal Arts). This office had been introduced experimentally and had been continued because it worked out well. Thus the titles "President of the University" and "Dean of the College of Liberal Arts" replaced, not at once, but in a few years, the earlier titles "Chancellor" and "Vice-Chancellor of the University" and the titles "Presidency" and "Vice-Presidency of the College of Letters and Science" which had at different times described a dual relationship to college and university. Henceforth there could be no lack of clarity as to the meaning of the titles in use.

The first responsibility that fell to President Bell was that of continuing the centralization of a loosely federated university. Chancellor Craig had earlier been commended by the Board for his efforts to bring to an end

the annoyances arising from contracts of affiliation. Almost before President Bell had assumed the duties of leadership General Drake specifically stated that it was "the purpose of the University to control all departments and discontinue . . . contract systems." "We recommend a persistent continuation of this policy until the highest ideals of unity are realized." The threatened schism which had already taken place within the Law College in 1902 and the one which appeared later within the Medical College gave specific emphasis upon the need for early action. And indeed there was no delay, for in each instance the disturbance was followed immediately by the discontinuation of contracts of affiliation and the assumption of full control by the Board of Trustees. An important consequence of this consolidation was the decision to adopt a uniform calendar for all colleges. This added two months of additional instruction to the Medical College year, and one for the Law College. Thenceforth all commencement programs were consolidated. The Law and Medical Colleges no longer arranged theirs separately as they had done for more than twenty years. To supplement and strengthen these external features the Board moved also to establish a University Council which was to be the final authority on the campus, exercising administrative as well as legislative authority under the President.

These changes were so significant that President Bell stated in his report for the year 1904-05 that: "This is the first year that we ever enjoyed what might be called a really efficient organization of the University faculties. The by-laws adopted at the August meeting, 1904 (establishing the University Council), have done more to systematize the work of the school than could have been imagined by those who contributed to that result. Every

school and college of the University now feels that it is an integral portion of it. We were, for the first time, able to make regulations that would apply to all departments alike. We have made, however, but a beginning in this attempt to systematize the work of the University."

It should be noted that the Des Moines College of Dentistry had not agreed to the provision for consolidation. Organized in 1897 it had operated independently until 1901 when it made a contract of affiliation with Drake. In 1903 instead of joining the movement for a merger it renewed its contract for a period of ten years with a clause permitting it to become an integral part of the University whenever it might choose to do so. It also maintained the right to have its own Board of Trustees and commencement as a price for renouncing complete separation from the University. This show of independence did not seriously impair the effectiveness of the consolidation process, especially since both the unaffiliated College of Dentistry and the affiliated College of Pharmacy were failing to secure adequate support and were discontinued in 1906.

President Bell had hardly taken his office when the building program, that had been rather indefinitely initiated by erection of the Auditorium, now moved on toward a full decade of expansion. And again it was General Drake who gave financial security to the enterprise.

Plans for a Medical College building downtown and a Music Conservatory building on the campus were begun early in 1903. Delays in completing arrangements for the Medical Building gave priority to the Conservatory. The cornerstone was laid on April 22 and in it were placed the usual records of the day. The building was finished in time for use in the fall semester. Two years

later it was given the name Howard Hall in honor of Dean Frederick Howard, whose leadership was widely recognized in the city as well as on the campus. Five years later it was enlarged by the addition of the east wing. A west wing was anticipated in a short time by some, but in spite of the need for additional space the building has remained structurally unchanged since 1908.

In 1903 while the Conservatory was being erected, attention was also given to improvements on the three-year-old Auditorium. At the northeast corner an addition was made to provide a stairway leading to the attic space above the Auditorium. Another convenience was the provision of a passageway from the northeast corner of the Auditorium to the backstage area. Previously it was necessary to go outside the building to go backstage, as at the northwest corner today. Since 1903 there have been no significant structural changes in the Auditorium, and none in the Administration Building except for the changing of stairways and doors.

The Medical Building, originally expected to be ready for use by September, 1903, encountered some delay because a downtown building site had to be secured. When finished in January, 1904, the Medical Building was identified by the address 406 Center Street. The formal opening was held January 29. Dean David S. Fairchild gave an address: "The History of the Growth of Drake University College of Medicine, and Changes in the Methods of Medical Education in That Time." The advance medical training was shifted from Science Hall on the campus to the new building, although some materials were not taken from the campus until the following November. In view of the rapid increase of requirements facing medical education in that decade, the added room and equipment, as well as proximity to the city



hospitals, gave great encouragement to all who were interested in furthering this phase of Drake's educational work.

The erection of the Medical Building could not well have been postponed beyond the date of its actual construction. President Bell learned early in 1903 from Dean Fairchild that there was dissatisfaction within the medical faculty because of unsatisfactory quarters and inadequate laboratory equipment. As in the Law College in 1901 some of the staff were planning to secede and to establish a new and separate medical college. To have done so would no doubt have brought disaster. Considerable adroitness as well as intelligence must have been exercised in arriving at an agreement. While there was some necessary sacrifice on the part of a few, a number of dissident physicians were brought into the Medical College with the legitimate attraction of a new building that at the time seemed entirely adequate. That it had but ten years to serve its original purpose was beyond the knowledge of all.

At this point the building program was abruptly interrupted, as this narrative must be, by an event of poignant, if not tragic, significance to the University. General Drake, now in his seventy-third year, because of illness found it no longer possible to leave his home in Centerville to plan with the Board of Trustees, of which he had been the president since 1881. In December, 1902, in his absence, the Executive Committee read and recorded some of his opinions about the management of university affairs. His interest in the institution that bore his name did not abate. In fact, it became more intense as he concentrated upon the few things that he still could do. For many years he had been the chief donor for buildings and endowment. The Auditorium was his

gift alone, as was the Conservatory building, and he was the chief donor for the Medical Building.<sup>1</sup>

President Bell and Dean Cole visited General Drake in Centerville in November, 1903. At that time he gave assurance that made the building of Cole and Memorial Halls possible, and without a burden of debt. In a few days (November 20) his death occurred. Services were held in the Auditorium by the students at the same hour on November 23 when the last rites were held at Centerville for General Drake.

A survey made in 1905 by Professor C. O. Denny totaled his gifts to the University as \$232,076.46. In all likelihood this figure is too low. Certainly there were occasional gifts "out of pocket" that in one way or another were for the University's good. His gifts, if multiplied by today's inflation factor, would reach well beyond a million dollars, and coming as they did in the crucial first years they carried an increment that cannot be measured. It must be noted with equal emphasis that for twenty-three years he had planned and counseled with others through good and bad seasons. At no time did he place a stipulation or condition on his offers that made acceptance difficult or embarrassing.

With General Drake's last bequests available it was possible to continue with the expansion of the physical plant. The Law College, like the Medical College, had shifted about before occupying a fixed home in the building just north of the Polk County Courthouse. It was now to have a home on the campus. The building as first planned was to have a roomy basement story, but by the time it passed beyond the initial blueprint stage the basement was eliminated. At this time the faculty was still

<sup>1</sup>A significant tribute was offered to General Drake in January, 1903, when a large delegation from the University including more than five hundred students went to Centerville by train to the dedication of the library that he had presented to that city.

largely made up of practicing lawyers who taught very few classes, and library facilities were for the most part in private collections. Consequently it was thought that a considerable part of the upper floor could be allocated to Liberal Arts classes. Since the Law College had long been a foreign country to most of the students, some of them were opposed to its coming to the campus. Strangely enough, the new building was condemned by these same critics as lacking in the beauty and structural soundness possessed by its neighbor, the Science Building. Nevertheless November 15, 1904, was a welcome day, when Cole Hall, named for its dean as Howard Hall had been, was dedicated, and the Law College became a member of the campus family.

The clamor for a gymnasium had been going on for years, and as new buildings began to rise on the campus, the clamor became more persistent. The old training shed, 30 feet by 90 feet, was a pitiful lean-to and there was no real athletic field. For years games had been played at the YMCA Athletic Field on Southwest Ninth Street or at the Western League Ball Park at about Fourth and Grand Avenue. The track meets had been held often at the Fairgrounds, or even on Cottage Grove Avenue. Practice drill was held on General Drake's lots, now Drake Park, or on open lots wherever they could be found. The urgent insistence in favor of better athletic accommodations was not entirely unnoticed, for in 1902 Norman Haskins made available the land now occupied by the Stadium. General Drake had a share in this beneficence. But this land was a deep and unpromising ravine, except to those sufficiently imaginative to see in it a natural amphitheatre.<sup>2</sup>

<sup>2</sup>In 1902 Coach Charles M. Best saw the possibilities of this rough land and through his interest the project was soon developed by others.

Worst of all, there were no funds for improvement. The Trustees took advantage of a real estate offer and promised the proceeds for a stadium building. Former Dean D. R. Dungan, who left Drake in 1890, owned several acres of land just west of the stadium site. He proposed that the tract be sold as building lots and that one-third should go to the University for handling the transactions. In November, 1903, the sale was held, but the profit was too low to pay for the grading that would be necessary.

Meanwhile campus impatience was rising. Dr. William Monilaw, Athletic Director, made a unique proposal, whether seriously or primarily to give impetus to the stadium project, it is hard to say. The plan was that a gridiron be built on the west campus, running from northeast to southwest (across the present Cowles Library site). It was proposed in a *Delphic* supplement that a fence and bleachers could be put up for \$1,000, that grading and repair of the track already there would cost an additional \$300. This improvement could be ready by September 1, 1904, and of course it would be readily accessible from the inadequate training shed. The proposal was next submitted to the Board in June, and with considerable deference to logic, it was rejected.

In a few days a contract was let for the grading of the land given by Norman Haskins and on October 11 the Stadium was dedicated at an Iowa University-Drake game, with President McLean of the State University and Governor A. B. Cummins as chief speakers. President Bell ceremoniously made the first kick-off for a game Drake lost, 17-0. However the University had a stadium, and although the cement "grandstand" on the west was small and inadequate, it gave great hope. In 1907 additional seating was provided on the south and southeast.

The most disappointing discovery was that drainage was poor and that the gridiron had to be moved about thirty feet to the south and east. In May, 1906, the track was in such bad condition that the state meet had to be transferred to the Fairgrounds. The defects were remedied in 1907 by the construction of an adequate drainage system and thenceforth Drake had an athletic field that went beyond adequacy. The training shed, however, continued to be more than an eyesore to the Athletic Board, and by their constant efforts that problem was eventually brought up for solution.

Meanwhile other building projects had their turn. Although General Drake had provided a substantial sum for a Bible College building, it was decided that a considerable number should be asked to make contributions as memorials to persons prominent in the church, and that the building should be called Memorial Hall. On September 28, 1905, the cornerstone was laid and building proceeded. As the rooms were finished memorial name plates were placed on the doors. Classes other than Bible College classes have always met in its rooms, and although the Bible College has assumed a new name and moved into a new building, the old building is still Memorial Hall.

The building program was not interrupted, but rather accented, by the brief time taken to celebrate the twenty-fifth anniversary of the University's founding. There were many persons still living who remembered well the early days of Drake. Some had been active participants, and some had been onlookers. Their memories predominated, for they were the veterans, and this was their reunion. As had been the custom for years, but with more than usual feeling, they followed the veterans of the



faculty on May 30 to Woodland Cemetery where a number of the founders had been buried.

When the ceremonies of the anniversary were over, all were made sharply aware that except for a short time of reflection, they were still looking ahead. From this point they were obliged to discover new sources of financial assistance. The land sale projects were about at an end, and under no circumstances could they ever match the increasing requirements of the campus. There was no one to replace General Drake, loyal and helpful as many friends of the University were.

Realizing that he must reach new sources for financial aid, President Bell made a fortunate contact with Andrew Carnegie and early in 1905 secured assurance of a gift of \$50,000 for a library, on the condition that the University should raise an equal amount. The condition was not easy to meet, since the constituents of the University had already been asked to assist in building the Medical Building, and Cole and Memorial Halls. An organization was built up in the city and gifts began to come in, however slowly. As evidence of campus eagerness to assist, the Garrick Club, under the direction of Professor Lewis Worthington Smith, presented George Bernard Shaw's comedy, *You Never Can Tell*, at the Shubert Theatre. The Club no doubt felt elated when within four weeks after their theatrical effort, Andrew Carnegie's condition was met.

At first it was planned to place the new library building on the southeast part of the campus, but fortunately it was decided to build in a quieter spot. Ground was broken on April 9, 1907, and over a year later, on June 16, 1908, Carnegie Library was dedicated. At first the basement rooms were used by classes in high school subjects which were still taught on the campus. The main

floor rooms were assigned to Liberal Arts classes, until such time as the expanded library would need them.

In anticipation of the needs of the buildings on the main campus, a central heating plant was built in 1907 and connected by steam pipes with the five buildings it was designed to serve. To those who were not yet acquainted with thermostatic controls and return valves, the equipment was a marvelous improvement.

It was now time to listen again to the still earnest requests of the Athletic Board on behalf of the young men. For years there had been dreams of a real gymnasium, albeit sometimes only a small one wedged in somehow at the southwest corner of the stadium grounds. Finally a temporary compromise was reached in 1908, when the old training shed, still leaning against Science Hall, was remodeled with enlarged one-story dimensions of 51 by 102 feet. Unfortunately an all-too-generous section was earmarked for a dissecting room assigned to the junior medical college. The requests for a gymnasium became more and more insistent.

In March, 1909, the students held a mass meeting and pledged \$3,250 for a suitable gymnasium. They were sure they could reach \$5,000, and indeed their enthusiasm and sacrifice were a high tribute to their cause. President Bell and the Trustees secured generous assistance from many of the business firms of the city as well as from individual friends of the University. In July, 1909, the Board authorized the erection of a gymnasium for the men; and a few months later as it was finished, they announced that it was to be called Alumni Gymnasium or Alumni Hall. Almost at once the students protested, insisting that it was their project. But Alumni Hall it was until everyone forgot his convictions and began to call it the Men's Gym. The formal opening was

held on the evening of January 31, 1910, and for the first time the University felt that it was well provided with working quarters for all its needs.

The young women particularly were happy. What if the young men did have a fine new gymnasium, for the old library in the Administration Building, once a chapel and destined ultimately to be a lounge, was emptied of its books after Carnegie Library was built, and its floor was marked for basketball, a game that became as popular among the young women as among the young men of college age.

Meanwhile down at the Stadium some growth was taking place. In 1907 the University secured possession of the space just south of Kirkwood School, and for a time considered it satisfactory as a practice field. About the same time additional seating was completed for the Stadium. The Executive Committee of the Board of Trustees, the Board itself, and every interested person agreed that the Stadium should be called Haskins' Field, partly in honor of the donor Norman Haskins and partly in memory of his son, Alvin A. Haskins, a Drake alumnus, who died in 1896. Two years later in 1909 Norman Haskins asked that the Stadium be renamed Drake Stadium, apparently because of personal modesty in his later years. The Board consented, and the old inscription was painted out and the name Drake Stadium put in its place. The Board did not feel that it violated Mr. Haskins' request by adding the words, "A Gift of Norman Haskins to Drake University." In later years when the Stadium was rebuilt, even that reminder of one who assisted in the founding of the University and who was a generous benefactor throughout the years was most unhappily removed.

Although no additional buildings were contemplated seriously for some time, realization of the need for dormitories replaced the earlier rationalization that they were evil institutions. President Bell was progressive enough to insist that the young women would sometime be housed in dormitories provided by the University, and cautious enough not to insist that equal accommodations should be provided for the young men.

A revival of an earlier ambition to provide training in engineering appeared briefly when in late 1911 Mr. and Mrs. D. H. Buxton relinquished their home, "Lochcroft," at 30th Street and Forest Avenue, with the hope that it might become the nucleus of an engineering school.

When one reviews the ten years of building that ended with the erection of Alumni Hall (or the Gymnasium), most of which was completed under the administration of President Bell, the accomplishment seems truly remarkable, an average of one significant project each year. After fifty years the architectural style and design in the eyes of many have become obsolete or at least unsatisfactory, but that is the result of time's inevitable changes and not of misjudgment.

Although for years President Bell constantly engaged in a building program, his interests were by no means confined to the campus and its physical needs. By chance rather than by design, an opportunity presented itself early in 1905 to secure some little prestige for Drake University through President Bell's appointment as trustee of the Carnegie Foundation for the Advancement of Teaching. Only one other educator from the region west of the Mississippi River, David Starr Jordan, President of Leland Stanford University, was appointed to the Board. Andrew Carnegie, who by this time had turned from steelmaking to philanthropy, had set aside

an initial sum of \$10,000,000, which at five per cent interest would produce generous pensions for college professors as they retired after a lifetime of teaching. The building of libraries, from which Drake was soon to benefit, was an independent but collateral form of philanthropy, along with many other humanitarian projects to which Carnegie turned.

In agreement with Carnegie's well-known aversion to sectarian emphasis, the request was made that Drake should free herself from any church control. In actuality the relationship which Carnegie wished to avoid, had not existed except in outward form for a number of years. It is true that Chancellor Carpenter had originally insisted that Drake University was the property of the Christian churches of Iowa and subject only to their control. This assertion he had made in order to free the University from such local influence and control as he had experienced at Oskaloosa in the spring of 1881. But the first Board of Trustees had in its membership prominent churchmen from other denominations, and in fact the Board in the early years of the century was operating on behalf of community interests of which the Christian Church was a part. Indeed, even before the Carnegie Association or Foundation was formed, the Drake Board of Trustees had on June 14, 1904, voted to make itself self-perpetuating, and in the list of members in 1905 there were six who had been chosen by the Board itself. But Andrew Carnegie was a cautious Scot. He wished specific assurance by further amendment of the articles of incorporation that no sectarian control could possibly be exerted. President Bell was fully aware that he was in a difficult position. It was his wish that the interests of the Christian Church should not be compromised, but



he also wished for the University to share in the benefits of the Carnegie Foundation, the equivalent of a substantial endowment.

The question was still before the Board in March, 1906, when it presented its solution that the Iowa Convention of Christian Churches might elect each year four trustees nominated by the trustees. Apparently Carnegie was still not satisfied for the Board of Trustees on June 12, 1907, following the earlier example of the executive committee, resolved that "notwithstanding the lack of specific prohibition in the Articles of Incorporation of Drake University, no denominational test is imposed in the choice of trustees, officers, or teachers, or in the admission of students; nor are distinctly denominational tenets or doctrines taught to the students," and "the rules adopted by the Board of Trustees governing the election of members of the Board of Trustees by the Iowa Christian Convention were repealed." Furthermore the words "of the Church of Christ" following the word "University" were stricken out.

Meanwhile the faculty was following developments with keen interest. On November 11, 1905, a faculty committee reported favorably on the proposed membership in the Carnegie Foundation group. On May 21, 1907, while the Board was wrestling with its problem of semantics, seventeen faculty members, including Professor D. R. Dungan of the Bible College and other prominent members of the church, petitioned that the University comply with the request of the Foundation by making acceptable changes in the Articles of Incorporation.

The revisions finally made by the Board were acceptable, and a letter from the President of the Carnegie

Foundation, Henry S. Pritchett, under the date of February 11, 1908, gave assurance that the executive committee of the Foundation had met on February 6 and had admitted Drake University to the list of accepted institutions of the Carnegie Foundation. The list of Trustees of the University as published for the year 1908-09 contained only three categories, life, alumni and board-elected members.

The delayed admission of Drake University to the Foundation list was more formal than real, for Dean C. C. Cole was assured of a retirement pension in January of 1907, over a year before the official notice of acceptance was received.

There were some within the church who could not accept the changed relationship easily, for it meant the severance of traditional ties founded on deep emotional significance. The unsentimental and cold facts were that the church that had founded the University could no longer finance or supervise the diverse interests that in twenty-five years had grown out of the little college once housed in the Students' Home. The incompatibility of the warm sentiments and the cold facts brought distress to many. President Bell, prominent layman and President of the University, was himself sensitive to the irreconcilable disparity and on this occasion the scale inclined, as if reluctantly, to the side of a University without church control.

From an educational standpoint another piece of work carried out by President Bell was even more significant. He built an outstanding faculty, trained in scholarship and dedicated to teaching. President Bell had grown up in the ordinary educational environment of Midwest private colleges with meager resources. But he knew

that he needed to preserve the devotion that had characterized the faculty of his own earlier days at Drake and to add to it the scholarship that could be gained only in the older and truly higher institutions of learning. That he did not hesitate to add to an already select group men better-trained in scholarship than he had been is evidence of clear-sighted leadership.

Although it is difficult to draw up a list to which no name should be added or from which none should be removed, the faculty of President Bell's time will be easily recognized.

The chief distinctive mark that characterized this group was the fact that their identity with Drake was so complete that they neither sought nor accepted appointments elsewhere. Many were highly trained, but they placed teaching before research. Professor Bruce Sheperd was the only representative of the Oskaloosa group; Dean C. C. Cole was a member of the original Law faculty of 1881. Within the twelve-year period before Bell's presidency there were named to the faculty nine members, who with one exception continued teaching until the late 1920's. In the approximate order of appointment these were C. O. Denny; Luther S. Ross; Charles N. Kinney; Sherman Kirk, at one time dean of the Bible College; I. F. Neff; Daniel W. Morehouse, who was successively student, professor, dean, and president; W. F. Barr, dean of the College of Education; Frederick Howard, dean of the Institute of Fine Arts; and Ambrose D. Veatch. President Bell himself appointed a group of twelve who served an equally long period of time: L. W. Smith; Ella Ford Miller; Zoe Williams Seevers, now retired; O. B. Clark; F. I. Herriott; Frederick O. Norton, dean of the College of Liberal Arts; Alfred Pearson, later dean of the College of Liberal Arts; Ronald Conklin;

Holmes Cowper, successor to Frederick Howard who died in 1909; Genevieve Wheat Baal who is still teaching; Herbert Martin who resigned in 1927; and Ervin E. Stringfellow, now retired. President Bell also appointed Coach John L. Griffith, whose ten-year service was noteworthy, if not as long as that of his colleagues.

The older alumni whose eyes fall upon this familiar list will pick out their favorite professors, and in the end none will fail to be remembered for his worth. For more than a quarter of a century the group stood together, individualistic to a high degree, yet self-dedicated to a common task, and giving a distinct quality and vigor to the University of their day.

Within the limits of the educational program there were several proposals made directly by President Bell or with his approval, which reveal the experimentation that was encouraged during his regime. Some of these innovations failed, and some reappeared at a more opportune time in more enduring form. One of his first steps in 1903 was to set up a correspondence school in which a considerable number of faculty members participated. Its projects varied from high school and college courses to recreation courses for club women. This program as a correspondence school was discontinued after four years and in its place appeared the University Extension courses for schools and societies, offering lectures, instruction or entertainment in almost any form or combination. All of these proposals were intended to reach into the community and to offer such instruction or other services as might be desired. In effect they are an early and (as it proved to be) a premature form of the present-day successful Community College.

President Bell in 1904 also secured the approval of the Board to issue honor scholarships for selected high school

students. Two years later he expressed his disapproval of this form of competition among the colleges of the state, hardly realizing how universal this practice would eventually come to be.

The need for practice teaching for those about ready to enter the profession was recognized by the opening of an elementary school at Drake in 1904. The low tuition and limited patronage made it an unprofitable venture, but its merit kept it alive for several years in spite of financial loss. In 1907 the Board was ready to ask for the privilege of having practice teaching in the kindergarten schools of the city. This marked a trend toward cooperation with the public school system.

The Normal College, which appeared in separate form in 1888, was given the name College of Education in 1908. It offered one four-year course based on the Liberal Arts curriculum. Those who completed it received the degree B.Ed. (Bachelor of Education), and according to the course pursued, either the A.B., B.S., or Ph.B. in the College of Liberal Arts. Eight junior college programs were organized covering two years of preparation in a selected field. Graduates of these courses secured a specialized certificate for teaching.

Since education students were now eligible for L.A. degrees, a further step was taken when the catalog announcements for 1911-12 published the transfer of the College of Education into the College of Liberal Arts where it was known as the School of Education. This change was due largely to the influence of Frederick O. Norton, dean of the College of Liberal Arts since 1907. As partial compensation for loss of separate standing, Dean W. F. Barr was known as director of the School of Education and was given the additional office of dean of men.



It soon became obvious that the University could not singlehanded bring the teacher preparation up to a four-year level by the consolidation it had effected. Indeed many public school teachers had only a high school education, or less, supplemented by a few weeks of special training. It is not surprising then that late in 1913, the School of Education again became the College of Education, and its work was enlarged by the transference of the departments of Public School Music and of Painting and Drawing from the Institute of Fine Arts. Dean Barr resumed his preferred position of dean of the College of Education, and Coach John L. Griffith became dean of men.

Within the College of Liberal Arts a number of changes were made primarily in an attempt to raise the standards of the college and its degrees. Most of these are easily recognized as moves prompted by Dean Frederick O. Norton. As early as 1905 regulations were made to ensure freshmen and sophomores taking courses designed for them. Other courses were restricted to juniors and seniors.

The Master of Arts degree, which had at first been an honorary or complimentary degree, had of late years been an earned degree. The standards were somewhat irregular and the earlier honorary features lingered quite persistently. In 1907 steps were taken to limit the work done *in absentia*. The courses in residence were made more consistently unified by the requirement of majors and minors. Approved copies of the thesis were to be deposited in the library.

At the same time the old procedure, which had introduced a limited elective system by permitting the selection of a designated group of courses, was superseded by the more elastic major and minor requirement to

which were added uniform requirements in English, foreign language, and laboratory science. This was the initial stage of later divisions into which the curriculum offerings were grouped. In practice, each student elected two majors of twenty-four quarter hours each (eighteen semester hours). In 1910 a second minor was required in order to prevent the electing of too much freshman work. Five years later the curriculum was classified in three divisions almost exactly as it is now. At that time the degree Ph.B. was discontinued as an unimportant and unnecessary distinction.

The preparatory work which had been offered from the first in the academy or in the University high school was given only as special precollegiate work under a group tutoring plan, in order to bring about a clearer separation from the college classes and to insure better standards.

A change that was not basically connected with academic standing was the shift from quarter to semester divisions system in 1912. Except for a brief return to the quarter system at the end of World War I, the semester plan has not been interrupted since.

The over-all standards of the University were constantly rising under the influence of faculty pressure from within the separate colleges, and from standards now being set up throughout the nation by educational associations. The Colleges of Law and Medicine continued to develop their programs much as they had from the beginning. The national associations to which they were naturally attracted were constantly setting standards which had almost the compulsion of law itself. The same was true in the case of the College of Fine Arts. The Bible College was slower to react for two reasons: first, Disciples of Christ had never emphasized a specific

high standard of education for its ministry, giving greater relative emphasis to the education of laymen; and second, the controversies over biblical criticism that ranged throughout almost all the churches of America during this period acted here and there as a deterrent to scholarly advance. President Bell established connections with many educational associations. Of these the North Central Association of Secondary Schools and Colleges exercised the most direct influence upon its members by setting up requirements affecting endowment, faculty qualifications, and many other aspects of college and university organization. Certainly no part of the University could escape the urge to improve the excellence of its performance.

As the years moved on with a steady expansion of plant and faculty and with a corresponding increase of standards, the problem of finance did not abate. The older device of land sales as a source of income, once worth while, was no longer thought of as feasible. The annuities, which had at one time been considered promising, became a burden, partly because of the unexpected longevity of the donors and partly because of the decreasing annual income. The University had generous friends, but none who fully replaced General Drake.

When the gymnasium was dedicated early in 1910, there was no thought of further building. Attention was now directed toward endowments, particularly for the College of Liberal Arts. President Bell, with the approval of the Board, asked the General Education Foundation of New York for a grant of \$100,000. This was assured on the condition that the University raise \$300,000 and that all debts should be paid. The two-year limit was set as July 1, 1912.

At this point another hope arose. In 1913 R. A. Long, a wealthy businessman of Kansas City, Missouri, offered to give \$1,000,000 to Disciple Churches of the United States, if they would raise an additional \$5,000,000. Of this joint sum \$2,500,000 were to go to the missionary societies and \$3,500,000 to the educational institutions. Drake, then the most prominent of Disciple educational institutions, was to receive \$400,000, after raising \$100,000 as a supplementary fund, and after clearing its debts amounting to \$230,000 on or before March 1, 1914. By heroic efforts the debt was cleared in time and Drake was ready to participate in the benefits of the Men and Millions Movement, as this promotion plan came to be called.

By this time financial conditions were becoming more cramped, and their real severity was either masked or changed by the World War that broke out in the summer of 1914. The Men and Millions Movement itself was bogged down by unfavorable conditions and its efforts were carried forward under increasing difficulties. Under circumstances so generally unfavorable Drake faced the return of indebtedness without the benefits for which it had been hoping. Since it had given its pledge that it would not engage in separate solicitation while the Men and Millions canvass was going on, the University found itself facing a state of helplessness from which no ready escape could be made.

The ten-year period of constant growth and expansion was challenged. Nevertheless the accomplishments achieved during that time were impressive, and so fundamental that their significance could not ever be gainsaid.

## CROSSCURRENTS

THE FAIR course that Drake University had followed during the early years of President Bell's administration was at last disturbed by crosscurrents that blew counter to the line of advance; currents both within and without, both personal and impersonal, but in no case subject to any control that could have been established at the time. There was no common pattern and oftentimes no interconnection.

The first disappointment that checked the hopes of the University was one that emerged from forces and tendencies that unnoticed had been closing in upon the Medical College for several years. Indeed an event that seemed to bring promise to Drake was actually the beginning of misfortune. From the southeast part of the state there came a request from the Keokuk Medical College for consideration of a merger with the Drake Medical College. The Keokuk institution had failed to raise a fund of \$100,000, the minimum considered necessary to sustain it effectively in a time of increasing costs and competition. As if sensing that national standards for medical education would continue to rise, it proposed a merger with the Drake Medical College, not so much to escape its own difficulties, as to achieve by consolidation of forces a strength that would be able to meet all requirements for higher standards.



The Keokuk Medical College had a long and creditable career. Its genealogy could be traced back to a charter granted by the state of Wisconsin and bearing the date August 2, 1848, the year of Wisconsin's admission into the Union. Taking advantage of a clause in the charter granting the right to establish a branch and of the leniency of the laws of Illinois, the incorporators established a medical college at once in Rock Island. Within a year the college was across the river in Davenport, where in February, 1850, it received a charter from the state of Iowa as the College of Physicians and Surgeons of the Upper Mississippi. In March it was recognized as a department of the University of Iowa. Before the end of the year the restless college changed its location again, this time to Keokuk. Twenty years later (1870) changes in the constitution of Iowa required all units of the State University to be located in Iowa City. The College of Physicians and Surgeons elected to stay at Keokuk as an independent school. In 1890 the Keokuk Medical College was organized as a rival institution, and in 1899 it was strong enough to incorporate the older college under its management, retaining the names of both institutions in its title. It was this combination of Keokuk medical colleges, now in financial distress, that requested the merger with the College of Physicians and Surgeons at Drake in 1908.

The Board of Trustees empowered President Bell and Dr. J. L. Sawyers, now president of the Board, to investigate and to complete the merger if they thought it would be advantageous. The property value was about \$30,000, and with the transfer of money, good will, and records the merger was quickly carried out and reported later in December. With the Medical College came the Keokuk College of Dentistry which conveniently moved into

the quarters vacated by the Des Moines College of Dentistry, affiliated with Drake from 1901 until it was discontinued in 1906.

The increasing standards for medical training were all the while crowding in upon the Drake Medical College as upon all others, and colleges were being graded by the American Medical Association as to acceptability. The most difficult requirements were for college-owned hospitals, laboratories, and full-time faculty members. With a note of acquiescent realism, the Drake medical faculty on April 4, 1910, recommended that the college be discontinued. A student protest, encouraged by a spirited faculty member, Dr. Ferdinand J. Smith, spread over the campus and into the city, prompting the faculty to rescind their proposal one week later.

On the rising tide of popular support civic groups began to seek the minimum amount of \$150,000 that was needed to save the college. The Iowa Methodist Hospital agreed to set aside one hundred beds under the control of the Medical College in lieu of a university-owned hospital. The trustees considered the erection of a laboratory building just east of Alumni Hall (the present Women's Gymnasium), but in view of immediate developments dropped the idea. Proposals were made and in part carried out that medical services would be rendered to city, county, and even private agencies on the basis of contracts. On the surface this seemed to meet the emergency and the whistles of victory were blown.

Plans were made and carried out to enlarge the Medical College building in 1911, and the junior college students were transferred from the campus to the downtown quarters. At the same time the requirement of two years of college work for admission reduced the beginning class. The pressure for still more adequate

laboratories produced more plans for enlarging the Medical College building, which had already been worked over and enlarged.

The President, as he later stated to the Trustees in June, 1913, was still hopeful of ultimate victory on January 15. On January 18 the American Medical Association reduced the Drake Medical College to second rank in its classification, primarily because of inadequate hospital service. The only alternatives were to raise from \$1,000,000 to \$3,000,000; to accept the lower classification; or to close. The General Education Board, from which Drake had been seeking financial assistance, recommended the discontinuance of medical education, and again the medical faculty recommended that the college be disbanded. This time there was no buoyant surge of protest. Reluctantly, but of necessity, steps were taken to carry out the unwelcome task. Automatically the Dental College shared the same fate. The graduation exercises in June were a sad farewell.

The University had the unpleasant task of returning pledged money which had been assigned to a use no longer present. It had now shrunk to a one-campus institution, far short of Chancellor Carpenter's dream.

By a contractual agreement the records of the Drake Medical College were transferred to the Medical College of the University of Iowa, giving to the Drake graduates a second alumni connection. The empty building at 406 Center Street now became a problem. At one time the Trustees proposed improving it to the extent of \$10,000 in order to make it profitable for rental. After repeated negotiations it was sold in June, 1918, to the city. After that time it was used by the city as the original Broadlawns Hospital. Later it was removed when the Veterans' Memorial Auditorium was built.

Disappointment over the loss of the medical college lingered, but it could not be allowed to interfere with plans to secure greater support for the University.

Suddenly out of a clear sky came an unheralded event, moving slowly at first, but soon snowballing into inescapable prominence on the campus. On February 16, 1915, Ambrose Dudley Veatch, Professor of Old Testament Studies in the Bible College, received a short note of dismissal with the simple explanation that the advanced work for a B.D. degree would no longer be offered, and that a four-year course leading to the degree of B.S.L. would take its place. President Bell delivered the note, but it was signed by the Trustee Committee for the Bible College.

Professor Veatch arrived at the conclusion that there was one central and crucial factor in his dismissal, namely, criticism of his teaching as being disturbing, if not heretical. This point he proceeded to explore by painstaking inquiry. The evidence he secured made it clear that there was some opposition to his teaching, and also a great deal of support. But since Professor Veatch had never denied any specific tenets as held by his critics and constantly affirmed fundamental aspects of religious faith, his opponents either had great difficulty or great reluctance in drawing up other than vague and confused complaints which they hesitated to present openly. They also were at disadvantage because of his far greater knowledge in the field of biblical study.

Professor Veatch finally presented his request for reinstatement, based primarily on assurances given to him by President Bell before the dismissal that his tenure was safe against charges of improper teaching; on the catalog statements that the B.D. degree was being

continued; and on the lack of unanimity in committee and Board decisions, when individual judgments were re-examined.

His request was presented first to President Bell, who of course could not act without Board approval; then to the Board which did not change its position; and finally to the Carnegie Foundation, in the hope that it would act favorably, in view of its earlier insistence on removing church control over its member institutions.

The dismissal of Professor Veatch cannot be passed over by a brief statement of facts. It was much more than the experience of an individual. It involved the influence of general points of view upon a local situation, the influence of outside forces upon university management, and the vital question of university policy. To understand the problem which had been precipitated upon the campus, it is necessary to review the background as well as the immediate aspects of Professor Veatch's dismissal.

Disciples of Christ in the earlier days were aggressive, but not dogmatic, although occasionally a considerable degree of rigidity crept in. In the post Civil War period there was a long and acrimonious controversy over organs and organization, over instrumental music and over a national federation with a program to which all congregations would be expected to contribute. Although the debate was carried on for a considerable time, Oskaloosa College, the predecessor of Drake, seems to have escaped its divisive and restraining force.

Early Drake University had no similar controversies, although the contentions that arose over the theory of evolution on a wide scale in the United States might have appeared on the campus. Professor William Barnard



in the late 1880's, Professor L. S. Ross who after his appointment in 1892 spent over forty years on the campus, and Dean Robert Mathews who headed the Bible College in the late 1890's, did not conceal their acceptance of the theory of evolution, and yet no open challenge was made against them for their position.

About this time, however, there arose a long-extended period of tension, recorded as far as the Christian Church is concerned by Stephen J. Corey in his *Fifty Years of Attack and Controversy*. The same contentions appeared throughout American Protestantism in the debates over "higher criticism" and even crowded into Catholicism under the designation "modernism." The reluctance to accept "tainted money" from certain rich philanthropists was a phase of this turbulent controversy.

Darwinism could be somehow overlooked by the churches, but not the results of biblical scholarship. The chief focal point of attack in the Midwest was the Divinity School of the University of Chicago, where President William Rainey Harper, himself a competent Hebrew scholar, gathered a remarkably dynamic faculty. The Disciples Divinity House was organized as an adjunct of the University Divinity School, and among its prominent leaders was Edward Scribner Ames, who secured three degrees from Drake and a doctorate from Yale in Philosophy, and Herbert Lockwood Willett, graduate of Bethany College and Yale University, and a protégé of President Harper. At first no questioning glance was directed toward them. Professor Ames was a trustee of Drake and always a welcome visitor. Professor Willett, one of the church's most eloquent speakers, several times gave a series of lectures at the Central Christian Church and occasionally appeared on the University

platform. Both men had a richness and warmth of religious feeling that was always refreshing and stimulating.

One of the coincidental factors that registered the running of the tide against advanced biblical scholarship was the popularity of the muckraking journalists, whose sensitiveness to public reaction was their primary guide. One of their number, Harold Bolce, who claimed to have attended or visited classes in several theological seminaries, in 1909 wrote a series of articles in the *Cosmopolitan* under such suggestive titles as "Blasting at the Rock of Ages" and "Christianity in the Crucible." These and similar publications were bound to have an astringent effect everywhere, and Drake University did not escape.

The first impact on the campus of the widespread tendency to hold biblical scholars suspect occurred as early as 1899 when Professor O. T. Morgan was dismissed. After graduation from Drake he took advanced work at Johns Hopkins and at the University of Chicago. He was highly praised by Chancellor Craig and others as a competent member of the faculty, and when his teaching was called in question by off-campus persons Chancellor Craig did not at first dismiss him. Rather he asked him to take assignments in teaching that would involve less controversy, and to "lie low." The arrangement seemed to be mutually agreeable, but later Professor Morgan had an interview with a reporter and thereupon his views received far more publicity than before. Apparently he interpreted his agreement as covering class discussion only, while the Chancellor understood that it covered newspaper interviews. Professor Morgan's views would be interpreted today on the campus as inoffensive, although his readiness to discuss them in a newspaper in

times of tension might not. His dismissal seems to have hinged more on the latter factor than on the intellectual content of his religious beliefs.

After the turn of the century feeling about higher criticism became more intense and the term became more a label of disapproval than a term of accurate identification. Through a period of years at least ten members of the general faculty were questioned or warned about their religious beliefs by one or two trustees acting independently, sometimes directly, sometimes indirectly.

It was not until 1910, however, that anything happened that looked like sharp reproof for personal beliefs. Sometime in that year Professor Bruce Shepperd was induced to resign, effective in June, 1911. He had participated in the founding of the University. Of the original faculty he was the only one who had taken significant advanced training. He had studied a year at Leipsig and a year at Edinburgh, and had taken brief courses at American universities. For five years he had been dean of the College of Letters and Science, and in 1900 the University conferred upon him the honorary degree of LL.D. In 1911 he was only fifty-six years old, in vigorous health, and not disposed to seek retirement even with the benefit of a Carnegie pension. He had not identified himself with a church, but that had never been a requirement at any time. Professor Shepperd accepted his misfortune quietly, and relatively little comment was heard about it at that time.

During this span of years occasional students became involved in solicitous questioning, based on a fear that they were being lost to the church. Some of these went on into lifetime leadership in the church that was much more distinguished than that of their questioners.

This background of general and specific occurrences is necessary for an understanding of Professor Veatch's experience to which our attention must now return. In 1900 Professor Veatch came to Drake as an ardent student and teacher of the Hebrew scriptures. Beginning in June, 1904, he spent five quarters at the Divinity School of the University of Chicago, and also two summer quarters soon thereafter. Upon his return to the campus in September, 1905, he was warmly welcomed by Dean Haggard and President Bell. But at that time there also returned to the campus Professor D. R. Dungan who had left the deanship of the Bible College in 1890. Professor Dungan had a great deal of native genius, but was not at home among teachers who were acquainted with the Greek and Hebrew of the Scriptures. Professor Veatch at that time was conservative, but not as much so as Professor Dungan. He knew and often discussed the teachings of the great biblical scholars. Furthermore, he had attended the Divinity School of the University of Chicago, a point of suspicion, if not of condemnation. Without design on the part of either man they began to assume the position of symbols of divergent points of view, although the difference was not great in 1905. Professor Dungan, true to his nature, was aggressive. Professor Veatch was conciliatory.

In 1913 Professor Veatch planned to return to the University of Chicago to complete his doctorate, but hints that his work might be dropped made him change his plans. This state of affairs continued until his dismissal in February, 1915.

An analysis of the situation when Professor Veatch made his appeal for reinstatement to President Bell, the Board of Trustees, and to the Carnegie Foundation, is

difficult, not so much because of paucity of detailed evidence, but because of its very profusion; and any conclusion must be a matter of painstaking opinion. It is not likely that President Bell initiated any action against Professor Veatch. He did comply with the recommendation of the Trustee Committee on the Bible College, probably with considerable uncertainty, for he had often spoken favorably of Professor Veatch and his work. This is important in understanding President Bell's position.

The Trustee Committee's position was extremely complex as was its membership which ranged all the way from very conservative to moderately liberal. The committee members' opinions, whenever discovered, while unanimous as to announced recommendations, seem strangely disingenuous.

In the end the dismissal rested on a stated decision to discontinue the B.D. degree, to reduce the standards of graduation by eliminating advanced courses, especially in Hebrew, and to establish a four-year degree as the highest attainment open to a Bible student, as was the case in 1881.

By citing the catalog announcements for the following year, and by questioning members of the Board of Trustees, Professor Veatch was able to establish the fact that the apparent unanimity of the committee and board action did not in fact exist as far as understanding and intent were concerned.

Meanwhile the Carnegie Foundation read and filed Professor Veatch's complaint, and then sent him a letter stating that it was "the policy of the Foundation under such circumstances to send a copy of the complaint to the institution concerned with a request that a statement be made from the standpoint of the institution's



administration' and that this correspondence is filed in the offices of the Foundation, without, however, seeking to interfere in the administration of any college or university."

A copy of this letter was received by the executive committee of the Board and filed at its meeting on February 15, 1916. Meanwhile President Bell, for reasons never understood by the faculty, had secured from them a request for Professor Veatch's reinstatement. Thereupon the same Trustee Committee for the Bible College rescinded its original recommendation and asked that Professor Veatch be reinstated. The issue was at an end. Fortunately the outcome did not rest upon a test of strength. Probably some of the committee discovered that they had aroused greater destructive forces than those they feared. Others no doubt discovered that what had appeared to be a unanimous decision was in fact not unanimous. Under the circumstances all decided that the wisest thing to do was to return to the status that preceded the outbreak of dissension. Professor Veatch was therefore reinstated on February 15, 1916.

Professor Veatch returned to his classroom to complete one of the longest periods of service on the campus. When he retired in 1941, he was the beloved counsellor of many generations of college students. His devotion to the Scriptures as a fruitful subject of study and his love of scholarship as a pathway to truth remained with him in his later liberal days as they had been in his earlier conservative days. His colleagues were thankful that no repetition of his experience occurred.

One other action that was coupled with Professor Veatch's dismissal was the sudden and unannounced removal of Dean Sherman Kirk from the headship of the Bible College after four years of service at a time when

enrollment in Bible College classes was being maintained at a higher than average level. Charles S. Medbury, the chairman of the Committee for the Bible College, later apologized for the manner of action taken under his direction. Professor Kirk's irenic personality and unassailable integrity made the halting explanations of his removal from the deanship all the more embarrassing to the Committee. His successor, Jesse Cobb Caldwell, an understanding man, aided in making the necessary transition.

Although comments upon University problems were kept on an *inter nos* basis, President Bell sensed the potential danger of embarrassment that might arise at some unlucky moment. Consequently he called fifteen veteran members of the faculty into his office on the day after Professor Veatch's reinstatement and asked for suggestions for improving relations between faculty, Trustees, and the President. This earnest request was met sincerely. A faculty committee of five, Professors L. S. Ross, Herbert Martin, D. W. Morehouse, I. F. Neff with Frank I. Herriott as chairman, studied the problem submitted to them and on June 3 submitted their report to President Bell a few days before the meeting of the Board of Trustees. They made two recommendations: (1) that questions affecting the status of faculty members should be considered "through channels," starting with recommendations of the department head, whenever possible; and (2) that a policy affecting tenure and review should be set up. In addition four suggestions were made: (1) that an administrative officer should be appointed to act during the president's absence; (2) that a budget be prepared indicating funds available for separate colleges and departments; (3) that certain funds

be distributed in such a way as to benefit equitably all the branches of the University; and (4) that rank and salary scales be more adequately defined.

The report was given and received as a constructive proposal. The Board of Trustees at its meeting on June 6 either incorporated the separate items in the by-laws or interpreted the existing by-laws as already covering the suggestions. It appeared that President Bell's request for suggestions was leading hopefully toward a better understanding. In compliance with the recommendations of the Board, President Bell asked Professor Martin to await an early appointment as regent or acting administrator during the President's absence.

At this point a change in emotional climate appeared, probably because of the confluence of a number of turbulent factors. For some unknown reason the President did not appoint Professor Martin to the regency, but Athletic Director John L. Griffith. Perhaps Professor Martin stood too close to the faculty. Certainly Coach Griffith did not stand close enough. This appointment reflected previous reactions to personalities and pointed to others yet to come. Also in September, 1916, Professor Frank Herriott attended, as he had in 1913, the triennial meeting of Phi Beta Kappa in New York, confidently expecting the admission of Drake into the select rank of its membership in accordance with preliminary recommendations. His hopes were dashed to the ground by the complaints which a dismissed Drake faculty member made to Phi Beta Kappa officials. The unhappy professor had found certain vulnerable points in the procedure employed in unseating him. The Phi Beta Kappa officials, thus alerted, began to make inquiries about academic standards and procedures at Drake. That

the complaining professor's disclosures to the honor organization were largely retaliatory can hardly be doubted. They brought neither him nor Drake anything but disappointment. His reinstatement could not be effected by his revelations, and Drake's admission to Phi Beta Kappa was postponed for several years.

It was matters like these that began to crowd toward the front, displacing the more objective impersonal deliberations and recommendations that had prevailed during the early part of 1916. Strain and tension increased as difficult problems increased. Over all was the anxiety created by a world war that was ready to engulf the United States. If ever there was a time when matters had to grow worse before they could be better, this was such a time. And grow worse they did.

The faculty began to shape its opinions. It was led by a fairly large group who had received their training in the best universities of the country. They wished to see established at Drake the same type of procedures and standards in which they had been trained. While it is true that their criticisms were directed toward President Bell, it is equally true that they did not originate in and were not dependent upon the issue of personality. The position they took was essentially the same as that taken on June 3, 1916, and approved in principle and in major details by the Board and by the president. But added to their basic convictions was the belief that the assurances given at that time were not being realized. With an indistinct plan in mind they held an off-campus meeting in the Randolph Hotel on February 10, 1917, to which were not invited recent appointees and those who in the opinion of the leading group could not readily risk the possible consequences of such an irregular step. Looking somewhat uncertainly toward the future, a

Faculty Committee on University Welfare was set up. The meeting was intended to be secret, an obvious impossibility, if it was to be followed by any sort of action. Almost at once it became known to the President and to the Board. Quite naturally the Board was obliged to take note of the faculty action. In a few days it appointed a Prudential Committee and on February 18 the two committees met. At first each committee sparred cautiously by asking "Who called the faculty meeting?" or "Who reported that there was one?" In the end the trustee committee asked the faculty committee to present a careful statement of its position. Probably this was what the faculty had vaguely hoped for in the first place. At any rate they did so on June 3, 1917, the anniversary of their first report to the Board. Basically the two reports were identical. The first one stated that Drake would be better off if certain procedures were regularized in conformity with the patterns which had been evolved in wide university experience. The second report stated that such procedures did not exist at Drake and were not being established. The evidence was specific and direct, even if in some instances it was not important.

The Board was in a difficult position. It was facing burdensome problems of University debt. The President also was in a difficult position since he faced the same problems. In addition he had been under terrific strain for fifteen years, during which he had been the instrument through which great accomplishments had been achieved. The faculty faced the same financial difficulty, as they were to find out in a few months when their salaries were cut one third. But it must be remembered that the issue that was precipitated by faculty action was one of university procedure and university standards, and not of finance.



Small wonder that the Board was nettled by being obliged to face two urgent issues at the same time. Nevertheless it promptly dealt with the faculty-initiated problem, and its Prudential Committee reported on September 4. Apparently the committee was more or less concerned by evidence that had been submitted by the faculty, but because of differences of opinion in the Board no solution could be offered. The problem of finance was more insistent. It was obvious that the debt could not be paid by November 1, and President Bell was authorized to ask the General Education Board for an extension of time so that their offer of \$100,000 might yet be secured. The debt was also faced by a reduction of faculty salaries of one third in the upper bracket, less in others, a step the Board took reluctantly, but firmly.

The ultimate solution was not yet in the making. President Bell went to New York to work with the chairman of the Board, Theodore Shonts, in securing emergency funds. This phase of his work was in the end successful. But he left John L. Griffith acting as regent, a less successful move, for the regent was not acquainted with the faculty and its ways and was not qualified by temperament to deal with them. A series of unpleasant incidents in his office kept the waters roiled.

The faculty now considered salaries of major importance in view of the drastic reduction made at the very beginning of the college year. They discussed the matter frequently among themselves, and occasionally with trustees who were earnestly concerned with all the issues involved. The faculty group suggested economies, and when requested submitted concrete proposals. Their economies might have helped the salaries somewhat, but

they would not have gone far in reducing the debt the trustees were concerned with. The salaries were soon restored by retroactive decision.

The strain was telling on President Bell. While he was in the East securing money, he knew that other matters were being dealt with in which he could not have any part even though he was involved. On February 20, 1918, he asked for a year's leave for rest. No immediate action was taken by the Board, and a week after the final faculty-trustees meeting he resigned on April 16, giving health as the reason for his decision. As President Emeritus he retired to live in California where he died in 1927.

The problems of finance could not be pushed aside by any other issue that might be brought forward. The Board continually kept its eye on the debt that encumbered the University, all the while juggling other insistent problems lest they might create too much diversion of energy. That there was a debt is not hard to understand. The University had made great growth during the previous decade and a half. The friends of Drake had been called upon for help in building up the physical plant and legitimate campus activities. Then they had attempted to save the Medical College. They failed, and the effort was costly. Then money began to tighten even before the outbreak of World War I, and when war came first to Europe and finally to the United States, the availability of money for university support became increasingly difficult. Furthermore the Men and Millions Movement within the Christian Church by agreement held prior rights in the solicitation of contributions.

A way out was finally devised. Canvassing could be carried out in Des Moines under the Men and Millions banner, and arrangements were made for \$250,000 of the

\$400,000 allotted to Drake by that organization to be applied to the local debt. But the money was needed before the close of the Men and Millions campaign. To meet this emergency a Drake University Foundation was created early in 1917 to which were assigned bankable notes as a temporary loan from friends of the University. The notes were finally retired, primarily through reimbursement from funds turned over by the Men and Millions Movement. The \$100,000 first promised conditionally by the General Education Board in 1910 still remained as a possibility after an extension of time was again secured. Thus when President Bell left the campus in June, 1918, the pressure of debt had been relieved at least temporarily.

During all the time when crosscurrents were running counter to the hoped-for lines of advance, no clear line of demarcation could be drawn between them, and no comprehensive explanation could be offered. In some measure this judgment prevails today as the facts are restudied. Yet after forty years, perspective may compensate generously for the loss of many intimate details.

After President Bell's death in 1927 George Jewett, who as secretary of the Board of Trustees had participated in all official deliberations since the early days of the University, stated in the March issue of the *Christian Worker* that three factors were behind the tensions of the years just previous to June, 1918: mistakes in administration, criticism because of the abandonment of church election of trustees as required by membership in the Carnegie Foundation, and divisions brought about by theological discussion. This analysis is correct, but incomplete.

The difficulties that actually arose came from two different sources. In the first place there were those who

as patrons had long held an almost proprietary interest in the University. Some had been unhappy since 1908 because of changes in management and control made necessary by affiliation with the Carnegie Foundation. Reacting to the difficulties at Oskaloosa, Chancellor Carpenter had arranged that the title to Drake University should not be vested in any local group, but in the churches of the state. Now the churches had no legal connection, although many of their members had made contributions to its support and endowment. The fact that their contributions and management could no longer supply a major part of the University's requirements did not ease their feeling.

They also began to be concerned because designated endowments were losing their identity by being absorbed either temporarily or permanently into maintenance expenses. As early as June of 1887 George Jewett, secretary of the Board, pointed out that he had bought real estate for the University with endowment funds, and warned that under some circumstances such a procedure might result in a waste of resources. In August, 1903, the auditing accountant noted that this had been done again and that repayment was an obligation. In April, 1908, the Board rejected its own president's suggestion that endowment funds should be put into the building costs of Howard Hall. Again in September, 1917, when financial strain was great, the auditing accountant called in question the misapplication of endowment funds and submitted an alternate or corrected statement to show the true state of finances. This practice through repetition had become disquieting to many. Possibly some transactions were forgotten and not rechecked. To those who from time to time were desperately trying to save Drake from financial difficulties, the identity of a small

endowment with an income too low to do what it was originally intended to do, was not immediately important as it had been to the donor. Equity and mortmain were not always in agreement.

More important to some than the loss of church control and the misdirection of endowment funds was the alleged departure from correct religious teaching. Occasionally a Bible College teacher or student was suspect, and occasionally the College of Liberal Arts was considered to be far more derelict. In the light of the total history of Disciples of Christ this disturbance may be thought of as temporary, especially since a now completed schism within the church suggests that the major unit has come under the same classification within which the University had earlier been placed. Thus suspicion and distrust tend to disappear.

In the second place there was a new and vigorous faculty intent on standardizing the procedures of the campus. This faculty was President Bell's creation, for he had appointed a number who were graduates of the leading universities of the country, and he had encouraged others who were already members of the staff to secure advanced training. President Bell himself had not had the training that he insisted his faculty should have. He had been accustomed to the sort of administrative improvisation with which Chancellor Carpenter had guided the University from its beginning and which had been transferred to him by Chancellor Craig. It was not strange, therefore, that sometimes what the faculty advocated was at variance with President Bell's procedure. Nevertheless this problem did not become acute until 1916, and then it appeared first in hopeful form.



When viewed in the large, as has been attempted here, the forces that have been called crosscurrents were so wide and so inclusive that they can hardly be considered personal in origin. No one sought to handicap the University, but many sought to save it by different and sometimes inharmonious devices. In the confusion that naturally followed, it became easier to charge one person with responsibility than many. President Bell, in the end, became the chief recipient of blame. In view of years of splendid achievement his intent can not be called in question, and his judgment was oftentimes better than that of his advisers.

As he left, steps were taken to stabilize and improve relations with the church. Recognizing that for ten years the earlier connections that by many were held sacred in sentiment had been pushed entirely aside, the Board offered honorary trustee membership to the officers of the state organization of churches. If these new members did not vote, they could at least listen and counsel. That their interests in education would be discussed in their presence was a sufficient safeguard against misunderstanding. It was not long until the churches through their state organization accepted the arrangement in the spirit in which it was given.

There were other problems, and time was needed for their solution. That new difficulties were encountered and delay followed delay is additional evidence that contested issues were not personal. They were the growing pains of the University.

## INTERLUDE

THE BOARD OF TRUSTEES moved quickly to find a successor to President Bell. On Sept. 1, 1918, Arthur Holmes was in the city ready to assume his responsibilities. President Holmes was a graduate of Hiram College and an ordained minister of the Christian Church. He had completed his doctorate at the University of Pennsylvania in 1908, and when he was called to Drake, he was dean of the general faculty at Pennsylvania State College. He had held pastorates at Philadelphia and at Ann Arbor. Thus he was well known in the church. His advanced training had been primarily in the field of psychology and not in the field of biblical studies. Thus he escaped the suspicion which had been aroused by the controversies of the previous two decades. Both religious liberals and conservatives welcomed his administration as a harbinger of peace, each group being encouraged by a breadth of view that bordered on ambiguity.

Other administrative appointments followed as adjustments were made. The duties that had been grouped under John L. Griffith were redistributed. He had presented his resignation early in April, 1918, to enter military service. A few weeks after President Holmes took office Frederick O. Norton, dean of the College of Liberal Arts, was made acting vice-president. Although a year

later the "acting" qualification was removed, the office was almost as quickly eliminated. Early in 1919 Professor Daniel W. Morehouse was made Dean of Men. In this short time the major administrative offices were stabilized.

President Holmes inherited the responsibilities that had been thrust upon President Bell by World War I. It is necessary here to review the earlier phases of this unwelcome experience in order to give them the continuity they actually followed in the two administrations.

News during the early months of the war struck the campus much as it did the off-campus world. At first the conflict seemed to be far away. Wishful thinking became an unfulfilled hope that the enrollment of September, 1914, would not be lessened by fear or uncertainty. Awareness of the war's significance was expressed by the dedication on October 29 of the University flag and flagpole, the endowed gift of A. G. Downing, a veteran of the Civil War and a member of the Board of Trustees. A year later the women of the faculty selected Ora Guessford from the student group to be a member of the civilian delegation which went on the "Ford Peace Ship" to Sweden in an earnest but fruitless protest against the war. By mid-1916 a more realistic note was introduced by the presence of Drake men on the Mexican border with General Pershing's punitive expedition against Francisco Villa.

When war finally reached the United States on April 7, 1917, the campus had been thoroughly alerted by the course of events. The young women at once organized special Red Cross classes which took the place of the usual physical education. The young men, whose early participation in the war was inevitable, were faced with

a more uncertain procedure. Should they enlist at once, would they be assigned to special groups for officer training, or would they all be taken without discrimination by conscription which was sure to come? The University was anxious to do its part in war work, but it did not want to see the campus suddenly stripped of its young men. Army officers asked for immediate enlistment, while the university authorities were searching for some way to inaugurate military training on the campus, with assurance that all Drake men might continue for a period of training and thereafter remain in the same unit while in service.

Under the auspices of the Iowa National Guard a training program was inaugurated less than a week after the declaration of war. Four companies were organized for drill on the campus. In the ranks, at least for a day or two, were President Bell, Regent Griffith, a faculty member, and a few alumni. Even their presence did not stir up great enthusiasm, for three hours of drill on the campus were recognized as scant preparation for the kind of war that had been portrayed in the press for three years. Soon a more tangible plan was adopted by a number of the men. They went to Fort Snelling for officer training.

Uncertainties about procedure began to clear up when conscription became the basis for procurement of manpower. The University discontinued its program under the Iowa National Guard and prepared to extend its preparation through the Students' Army Training Corps at the opening of the University in September. The Men's Gymnasium was remodeled into a barracks by the construction of an additional floor. The contract with

the government also arranged for the boarding of the men as a unit. In October the influenza epidemic caused the city to curtail activities on the campus by a quarantine order. When after ten days this was lifted and activities returned to the earlier pattern, everyone proceeded on the basis that the war would in the end strip the campus of its men. Suddenly the welcome Armistice Day dawned. The Students' Army Training Corps tossed its thought of war aside and joined all Des Moines and all the nation in a measureless outburst of thankful celebration. The litter of confetti and placards and ribbons and the dawn of a quiet morrow offered a welcome exchange for the anxiety that had tightened nerves for a year and a half.

From the campus six hundred fourteen men entered the service. Of these two hundred twenty-six were commissioned, one hundred and fifteen went overseas, and eighteen made the supreme sacrifice. In addition there were some who went into nonmilitary service, including a few of the faculty.

All during the war the tone on the campus was determined, but sensible. The *Drake Delphic* openly challenged the passion that attempted to exclude the teaching of foreign languages as a means of assuring a stronger Americanism, and twitted the sedate *Des Moines Register* for suggesting that all songs should be sung in English. The literary societies voluntarily merged into a single wartime unit and devoted their energies to Red Cross work. The Panhellenic Council ruled that the organizations operating as fraternities and sororities should suspend their social activities in agreement with a nation-wide movement. One member, Phi Gamma Lambda, held back, but only for a few days.



Soon all the signs of war passed. The campus, like the rest of the nation, turned to its immediate tasks. Symbolically the third floor of the barracks was torn out and the Men's Gymnasium resumed its peacetime role.

When President Holmes turned from wartime to peacetime planning, he either made or encouraged such a wide range of suggestions as to indicate that he had an active and resourceful mind. Some of his projects resulted in permanent development and advance. Some were ephemeral.

In the field of educational organization he made a number of proposals. In 1918 he secured the approval of the executive committee of the Board to set up a psychological clinic. This reflected his own training and experience, for he had been assistant director of such a program at the University of Pennsylvania. He no doubt would have carried the project into effect, had conditions been more favorable. A more practical suggestion was the establishment of a Department of Physical Education under Coach Mark Banks as acting head. The coach did not stay long, but the Department of Physical Education not only survived but expanded greatly as a service department. President Holmes also proposed the organization of an Extension Division. Some extension work had been done before, but the time was then not ripe, as seems to have been the case on this occasion. A start was made, but apparently with such little enthusiasm and success that an outsider attempted unsuccessfully to buy the Extension Division and operate it independently. Under such circumstances its disappearance was foreordained. An elementary school, which served in the place of former demonstration schools as a genuine practice school for prospective

teachers, was operated at University Avenue and Thirty-second Street for a few years. It proved to be a financial burden but was otherwise successful. It was finally, and reluctantly, discontinued. President Holmes also secured the approval of the Board to set up a graduate school whenever he wished. The obvious impossibility of setting up an adequate faculty to maintain a separate graduate program precluded any serious attempt to fulfill the expectation at that time. It was much later before even a less ambitious program could be set up and made to operate successfully.

One proposal was carried out more completely than any of those already discussed. In October, 1919, the executive committee authorized the already accomplished organization of a separate School of Commerce, Finance, and Journalism, based on the Department of Commerce and Finance which had been created in the College of Liberal Arts in 1915. Although a College of Business with a degree program had been set up in 1888, it lost its rank as a college after a few years. The School of Commerce, Finance, and Journalism had no organizational connection with the earlier college, and its curriculum marked a distinct advance in business training that separated it distinctly from the extended form of the short-term commercial or business college that was mounted on stilts in 1888.

The relationship with alumni had deteriorated during the past few years, and to remedy that a National Alumni Association was authorized. In April, 1920, Robert L. Finch, A.B. 1910, was appointed alumni secretary. An alumni organization had been quite active during the early years of the University, but all its services rested upon voluntary work. At one time during President Bell's administration a permanent secretaryship was

authorized. The project was not fully developed, but William G. Stephenson after 1914 combined the secretaryship with work in physical education. The alumni secretaryship was at first linked with fund-raising, which gave it a precarious status for a time.

In the field of business management President Holmes also favored a move for better organization. The mobilization of resources for war activity had exerted a remarkable stimulus upon the business of the country and its effect was frequently carried into organizations that had significant budgets even though they were nonprofit organizations. It is possible that the members of the Board exerted a primary force in arranging for a special staff and a more orderly procedure in the business work of the University. Two men were selected to carry into effect the necessary stabilization of financial procedures: Edward C. Lytton, as business manager, and Fred Turby, designated bookkeeper at first, but actually empowered as auditor to organize the work of the financial offices. Mr. Lytton's wide contact with civic, business and administrative life was a significant move in establishing and extending closer relations with the Des Moines constituency.

It was under President Holmes that the need for dormitories was revived and emphasized as a necessity. The notion of the earlier generation that dormitories were dangerous to health and morals had long since died out. The Board had already become definitely committed to a building project but as yet the plan of financing dormitories on income had not become an accepted method. At Drake the commitment was definitely to the pay-as-you-go plan. Even without cash in sight board members discussed possible locations in February, 1920. Later in the year a miniature dormitory plan was

set up by the establishment of Craig House, at Twenty-seventh Street and University Avenue, as a community center for the young women of the University. Mary Carpenter Craig, daughter of Chancellor Carpenter and widow of Chancellor Craig, returned to the deanship from which she had resigned in 1908, and assumed charge of the social center.

At this same time a group of local alumnae became quite active in promoting the plan of a dormitory for women. In 1917, when a new endowment campaign was launched, a short-lived alumnae group came into being. In June, 1920, a second, and as it proved to be, a permanent Alumnae Association was organized. They had a women's dormitory as the main objective of their work, and they started out with sixteen dollars from the treasury of the defunct organization that had preceded them. In October a silver tea netted them \$50, which they considered the nest egg for a future dormitory. In order to get additional money they secured or assumed the concession for selling refreshments at the football games and relays. They disposed of surprisingly large quantities of frankfurters, buns, coffee, popcorn, candy bars, chewing gum, ribbons and pennants. On some occasions they would muster eighty workers, including a few men, who may have been impressed.

At the time, this demonstration of sturdy intent to secure a dormitory may have been more natural than it would today. In any case it dramatized the need for a dormitory. An immediate and significant result was the election in June, 1921, of two of the most active members of the alumnae group to the Board of Trustees, Delia Still Brunk, A.B. 1903, and Jessie Place Luthe, A.B. 1901. Less than a year later they were placed on a trustee committee with instructions to select a site and

to examine methods for financing a dormitory project. It was several years before the goal was reached. By that time the few who had so persistently carried through the initial stages of promotion were flanked on every side by many supporters.

One building project was carried out at this time, not large, but quite significant. The telescope that General Drake had given to the University in 1894 had by 1920 become an integral part of Professor Daniel W. Morehouse's personality. But the old tower in the science building was becoming less readily accessible to the increasing number of visitors and the winter smoke of the growing industry of the city made the telescope less and less effective. In grateful recognition of the generous services of Professor Morehouse the city of Des Moines provided a site and an observatory in Waveland Park, where interested persons might continue to enjoy the mysteries revealed by the rededicated telescope under more favorable conditions.

Minor projects or suggestions may be noted in passing. Presumably for the purpose of establishing closer relations with the city, arrangements were made for the Des Moines City Library to establish a branch in a room in Carnegie Library with rent and maintenance to be furnished by the University. The quarter system which had been abandoned earlier in favor of the semester system was reinstated when the Students' Army Training Corps was inaugurated. However, it was not in operation after 1921. One proposal which President Holmes presented to the Board gave him increased favor with the students. A list of names comprising about seventy-five per cent of the enrollment supported the



proposition to legalize fraternities and sororities. Faculty and alumni approval was equally clear. The anomalous situation on the campus of prohibiting fraternities and sororities while at the same time permitting them to operate openly was neither reasonable nor popular. The only effective limitation was the refusal to recognize national affiliation. The consent of the Board on February 18, 1920, started the transformation which soon stabilized the fraternities and sororities as local chapters of national organizations. The process was well under way in 1921.

Under President Holmes a venture that for several years had been a source of great annoyance and at least a modest financial loss was brought to a close. Early in 1910 President Bell had proposed a university-owned and -operated bookstore. The faculty vigorously opposed the plan, but it was nevertheless inaugurated under administrative direction. Its operation was not satisfactory, and rental to students, instead of sale, did not improve the situation. Indeed everyone, including President Bell, became unhappy over a university bookstore in any form. Although an offer to purchase was made by a private individual in May, 1918, the whole matter was postponed until after a new president was secured. In June, 1919, President Holmes made the motion that the bookstore be sold.

The problem of University finance, however, was greater than that of a bookstore. The money secured through the Men and Millions Movement was divided between debt and endowment. Nevertheless, it was considered necessary to borrow \$50,000 in order to meet the deficit of 1918-19, President Holmes's first year in office. A \$2,000,000 campaign was projected to begin October 6, 1919, and to continue for twenty-six weeks under the

technical direction of a professional finance-raising company. Incorporated in this project was the General Education Foundation's gift of \$100,000, which had been waiting for ten years until specific conditions were met. While the campaign was not entirely successful, the debt was completely cleared by the end of 1920, some endowment was set aside, and courage was built up to the point of applying to the General Education Foundation for an additional grant of \$100,000. Future deficits were to be lessened by an increase in tuition to \$180 a year, beginning in September, 1921.

At this point the University would have been in a quite favorable position had it not been for a growing discontent directed toward President Holmes. The difficulty was not a manifestation of "growing pains" as had been the case earlier; it was a clash in which the President became *persona non grata* to members within the faculty and within the Board of Trustees. The faculty was unwilling to oppose the President on the basis of personal reactions, and the President removed himself so far from the faculty as to make dissatisfaction endurable, even if it involved considerable unhappiness. Opposition to the President crystallized within the Board itself. It is true that a few faculty members expressed to the Board their disapproval of certain measures submitted by the President, but this was not done collectively. At one time the President proposed the consolidation of certain branches of teaching under one person and the shift of faculty members into unfamiliar departments. This was attractive to the Board because of an apparent saving of money. But the quality of teaching would have been lowered in the judgment of deans and professors. The changes as suggested could hardly

be called vindictive, but they nevertheless seemed ruthless. In some instances they were not carried out. The President also proposed changes in the registrar's office that endangered the permanency and availability of records. In the end very few changes were made, but all the contentions were automatically carried into the Board meetings. Dissatisfaction must have been fairly general on the campus, for both Edward C. Lytton, business manager, and Robert L. Finch, alumni secretary, resigned almost simultaneously early in February, 1921. They became sufficiently reassured to continue their work as before.

The nature of the difficulty seems to have been in President Holmes's interpretation of his role as the head of the University program. In public as well as private discussion he startled his listeners with some irritating reference to their qualifications or activities. Having thus secured their attention he attempted to move forward into a constructive discussion. Quite naturally, as a psychologist should have recognized, the listeners retained more of the irritating than of the constructive remarks. Unfortunately for the President some of the Trustees had been listeners, and they carried the issue to a decision. Finally on May 30, 1922, the Board resolved itself into a committee of the whole for full discussion. In view of a sharp division no solution could be reached without the sacrifice of both President Holmes and Dean Frederick O. Norton. This was readily arranged through conferences, and both were given technical leaves with pay for a year.

Dean Norton, who had given fifteen years of strenuous service to the University, had already been looking for a position elsewhere. In the spring of 1922 he had secured a leave which at first was considered as for a

few weeks only. Actually it proved to be a termination of service. Professor Morehouse was asked at the time to assume the deanship of the College of Liberal Arts. Under the circumstances he declined. As early as 1917 Dean Norton's health had been impaired by strain and constant application to campus work. Many students remember him as a somewhat humorless man with resolute fixity of purpose and plan. Those who knew him more intimately and who went into graduate work where they met educators with whom he dealt became aware of the singular service he rendered in giving Drake University and particularly the College of Liberal Arts a place of high recognition. He joined the faculty of Crozier Theological Seminary at Chester, Pennsylvania, where he died after less than two years' service.

President Holmes also returned to the classroom. After teaching in Pennsylvania he became a member of the School of Religion at Butler University an Indianapolis, Indiana, where he rounded out a long service in teaching.

For the second time in four years the Board took up the task of locating a president, but the solution of their problem was not far to find. So far as is known they did not spend a great deal of time searching afield for candidates. The faculty that had been built up by President Bell had in it several strong characters, among whom under normal circumstances might have been found more than one worthy of consideration. Dean Norton had perhaps at one time entertained the hope of advancement to the presidency, but long before the position was open ill health and campus clashes had brought disillusionment to him. It is true that he accepted the vice-presidency, but only as an occasional

duty of chairmanship with less than major responsibilities. Professor Herbert Martin also might have been considered as a potential candidate. While he had been less exposed to criticism than had Dean Norton, he had nevertheless been too blunt in statement and in act either to have gathered a large group of supporters or to have escaped pursuit by opponents. He deservedly had ambitions, but they were passed by.

One other member of the faculty through quiet advancement had acquired a great measure of confidence among many. He had been known to the Board and to the University community for many years. Furthermore, he had gained prestige in larger circles as a scientist and as a churchman. While he had, when occasion required, made his position known, he had not provoked opposition. On September 15, 1922, the Board of Trustees, with greater wisdom than was realized at the time, chose as dean of the College of Liberal Arts and as sixth head of Drake University Professor Daniel Walter Morehouse.



## AS THE STUDENT SAW IT

THE ACCOUNT of student life in the very early years of Drake's history is one of "firsts," and of items considered quite novel today. But after one traces his way through the third and fourth decades of campus activities, he becomes more and more aware of an increase in patterns, though hardly of conformity. Most of this change was not due to the imposition of regulations by faculty or trustee authority. It is true that University laws still appeared in the catalog, but they were less rigorous than formerly and did not presume that the young men carried bowie knives in their boots or flasks in their pockets.

Certain significant exceptions to this general tendency toward removal of firm restraint must be recognized. The University did express opposition to fraternities, and early attempts to form them were suppressed. It must be remembered, however, that most students at that time were as much opposed to them as were their elders. But the rapid replacement of students year after year brought in increasing numbers who wished to form fraternities as was done in many other institutions. The Dental College which had joined Drake in 1901 proceeded to organize a fraternity in 1904, apparently unmindful of the standing prohibition. When the attitude of the Board became known, the college quietly acquiesced. In 1906

President Bell reported to the Board that "every year we have sororities and fraternities organized and every year it is necessary for the President to explain the attitude of the University toward these organizations." The President didn't think that there were any at that time. A hazing incident shortly thereafter brought evidence that some very active organization was at work. Accordingly special rules were promulgated to prevent "any indiscretion toward any . . . person or persons involving personal indignity, insult, humiliation, or public exposure or notoriety."

Finally after 1909, realizing that no broom could sweep back the pressing tide, the Board decided to ride the whitecaps and thus ignore the flood. Fraternities and sororities were to be called social clubs. The chief distinguishing marks of the social club were a name made up of letters forming a complete word (that is, with vowels), no formal initiation, no "indiscretions" (hazing), and no owned or leased house under club control. Since householders could rent rooms to a social club, its members readily found shelter with them. Thus the old rule forbidding the organization of fraternities was retained intact, and under an acceptable *modus vivendi* they flourished thereafter without serious handicap. Indeed they worked steadily toward the substitution of the outlawed Greek letters and to win a complete victory for open recognition of fraternities.

The issues of the *Quax* from about 1903 to 1916 reveal the maneuvering that took place over the question of fraternities and sororities. The ETS girls' club, credited with October 15, 1903, as its natal day, later conformed to the vowel regulation by adding "IS." In a few years it boldly emerged unchanged as Epsilon Tau Sigma by the simple process of equating Greek with English letters.

Similarly the JAO club, already supplied with a saving vowel, added the letter S to remove the esoteric quality of its name, and finally joined the procession by coming out as Iota Alpha Omega. Similarly the young men of the GSK club honored the rule by adopting the picturesque name of Golden Skull, and still later became regular under the designation Gamma Sigma Kappa.

In the years 1906 and 1907 there was a veritable spate of clubs that rushed over the campus, not so much in rebellion, though they sometimes thought so, as in conformity to the typical collegiate pattern of which the students were becoming more and more aware. When at last they sought national affiliation, the petition that was submitted to the Board of Trustees by students, faculty and alumni could be measured in pounds more easily than in hundreds of names. On February 18, 1920, the Board permitted the local fraternities and sororities "to go national." There was removed by that act a world of misunderstanding and a generous measure of awkward dissimulation. Within a year the conversion was well on its way.

Another blue law that annoyed the students was the prohibition of dances and card parties that were fostered by the social clubs. While dancing and card playing had been repressed by common consent in the early years, a special rule was imposed upon all organizations in 1907. As one might expect, the alumni members willingly assumed sponsorship and invited the resident students to attend as their guests. This device was satisfactory as far as a social schedule was concerned, but it was slightly humiliating, even more so when the rule was amended to prohibit any indication of connection between the participating groups and the University. Problems

of this kind were getting to be burdensome to the Board, so they were referred to the faculty senate, which hesitated briefly and then in September of 1913 let down the bars.

As if these differences in social outlook were not enough, another one rose belatedly in 1912. The opening a year earlier of the Idle Hour, a nearby moving picture theater, may have touched off the whole issue. Charles Medbury, minister of the University Christian Church, chaplain of the University and a member of the Board of Trustees, opposed the Idle Hour as a distraction in the neighborhood. His position was at the time a defensible objection, however unenforceable. In only a few months, the Board of Trustees adopted and reiterated a quite astonishing regulation that "no advertising of theatres, either in the form of standing advertisements or in the form of news articles, shall be permitted to appear in the *Delphic*, the *Quax*, or other student publications including programs of athletic, musical, or literary entertainments." This, in 1912, was something new. Drake had frequently put plays on its own stage, perhaps with cautious taste, but certainly not with pained restraint. Professor Lewis Worthington Smith had earlier written a play, *The Art of Life*, which was staged at a downtown theater by a talented actor. Student attendance was hardly thought of as indiscreet. This regulation could not survive indefinitely, especially in view of the growing adult reaction in the University community and at large. It was only a few years until University organizations assumed the responsibility of stimulating attendance at a theater downtown on a designated date for a percentage of the receipts which was dedicated to a worthy campus cause.

In looking soberly over this series of specific restraints placed upon the behavior of students, one cannot escape the belief that the general source was the same as that from which originated restraints placed upon some of the faculty in exactly the same period. The connections are hard to discover in documents, but to have lived on the campus in intimate touch with the time gives an irresistible inclination toward that conclusion.

When fifty years ago a freshman appeared on the campus in September, he found himself unexpectedly face to face with an implacable foe, last year's promoted freshman. There was nothing rational in this enmity, but it was very real and bruising.

In 1908 the new coach, John L. Griffith, decided to harness this boundless student energy and focus it in a contest. A victory could be registered and remembered. The college play and work could then move forward without interruption.

Accordingly on Saturday morning, October 3, the freshmen and sophomores gathered at the Stadium for the first pushball game. There they saw in the middle of the field a huge ball five or six feet in diameter. The classes were lined up on opposite sides and at a signal rushed forward to put the ball over a line for a point. Somehow the ball was pushed over often enough to register a victory. The freshmen's preponderance in numbers gave them an advantage and after a few years rules were drawn up limiting the freshmen pushers to the total number the sophomores could muster, and only Liberal Arts students could participate. It was a rough struggle indeed, and the most fortunate lost their shirts at best.

Even the strenuous game and its victory did not exhaust student energy or quiet their rivalry. In 1911



they were throwing eggs at each other and engaging in mild forms of hazing. Nevertheless the pushball contest was continued until about the beginning of World War I. In 1913 the game degenerated into guerilla warfare with some injuries. The old ball developed a slow leak and became too soft for pushing and not soft enough for a tug of war. As late as 1926 in a nostalgic gesture a pushball was borrowed from Iowa State College and in the spirit of pageantry the contest was briefly revived. But it was both dated and outdated. It belonged to its own period only.

Not alone were the ebullient freshmen and sophomores fired with unpredictability. The sedate and urban upperclassmen actually could put more finish on improvisation than anyone else, and opportunity often came their way. Such was the case in November, 1904. Theodore Roosevelt and Judge Alton B. Parker were struggling disconsolately to give some spirit, some verve, to a listless campaign for the Presidency. In the state Albert Cummins and J. B. Sullivan were campaigning for control of Iowa's Capitol Hill. In the spirit of constitutional liberty one Andrew Townsend Heisey announced himself as candidate for the governorship. Because of inherent limits upon his comprehension he had failed to file the necessary papers for nomination and had secured no campaign manager. In his search for votes he wandered onto the campus one morning about eight-thirty. Over by Cole Hall a score of law students instantly formed a corporate campaign managership and promised the eager candidate a short cut to election. They stopped his interminable oration, induced him to put on his high silk hat, and then led him into seclusion to plan the victory campaign.

When the bell in the tower summoned all to the chapel exercises at ten o'clock, some went to worship, but more went to hear the anticipated harangue from the hustings. Dean Haggard of the Bible College was presiding. At the proper moment of vantage in walked the two tallest and most willing students on the campus—and from the Bible College—carrying Candidate Heisey on their shoulders. The two palanquin bearers lowered their honored candidate to the floor and informally presented him to the Dean before making a hasty exit. Dean Haggard courteously greeted prospective Governor Heisey and attempted to seat him in a chair with the deans. Mr. Heisey was willing to be seated for he thought he was now in the hands of his chief campaign manager. But some prospective voter in the student audience called loudly for a speech. With well-conditioned reflex the gubernatorial aspirant walked to the front of the platform and began his speech where he had left off an hour and a half before. Most of the deans and faculty members slipped out through the wings of the stage to enjoy their horror or amusement in private. Finally the Dean dismissed chapel and tried in vain to dismiss the sputtering candidate.

At this point the corporate managers assumed control and mounted their candidate on the dedicatory boulder beneath Chancellor's Elm where he quickly proceeded to capture the rest of the campus votes. Meanwhile some unknown foragers secured a long rope, appropriated a spring wagon from Dean Cole's nearby livery barn, and placed the venerable Mr. Heisey in the seat. Then grasping the rope the major part of the student group started on their triumphal march to the Capitol. There were a few delays because of traffic problems and recurrent campaign speeches, but finally they went clattering up

the steps and into the center of the rotunda. The incumbent governor, Albert B. Cummins, retreated with all possible dignity before the invading army and left his rival temporarily in charge. With mission accomplished, campaign managers and all melted into the general populace of Des Moines as private citizens, and returned to classes on the morrow.

Of course the identifiable miscreants from the Bible College had an opportunity to explain their behavior, and Dean Cole started suit against his students for the loss of one spring wagon.<sup>1</sup>

Few anecdotes of student escapades have reached such wide acceptance in alumni reminiscences as this one, and none illustrate more accurately the student spontaneity peculiar to that time. But there are other examples of student initiative more to the taste of some selective persons.

Early in 1911 a spring festival was planned by the Women's League. The date selected was May 9, just a few days after the second Relay Carnival, as it was then called. The theme was "Queen of Spring." The men elected a queen, and the women elected one of the men to officiate at the coronation. The ceremonies were held in the Stadium. There were Maypoles and appropriate dances, band music, and heralds mounted on horses to give direction to the program. In the spirit of the time it was quite impressive and beautiful, except for one unhappy moment when the mechanism which held the Maypole ribbons broke loose from one pole and fell to the ground. It was just one of those things.

<sup>1</sup>It will hardly be a breach of confidence to identify the two tall Bible students as Roy Youtz and Adam Liverett. Eugene Poston, who does not deny a modest role in the proceedings, has supplied most of the unforgettable, but hitherto unrecorded, details.

A year later when the second festival was planned, one of the leaders in the Women's League, Blanch Lambert, explained in the *Delphic* the reason for the initiation of the program. It was hoped that by working as a unit the students might be bound together in a common understanding of their purpose at the University and would be helped to carry that spirit afterward as alumni.

There were other interesting student moves of a very constructive character during these years. In 1912 there was persistent urging that the students form a Student Council as other colleges and universities were doing. Several songs were submitted in the hope that they might become recognized as true Drake songs, popular with both students and alumni.

Successful for a time was the Men's Union, which was organized in December, 1912. Its objective was the same as that of the older Women's League, to further the spirit of unity and to increase the sense of responsibility toward one another and the University. An early feature of its activity was a banquet for the men in the gymnasium. Later it sponsored a barbecue and circus. Eventually after the interruption of World War I its efforts were directed toward the homecoming celebration. Identity was lost, but not function.

Even the homecoming was in no small measure a student-promoted enterprise. The homecoming idea was suggested by a recent graduate, Robert L. Finch. It was given official encouragement by President Bell, but when it was put into operation in 1912 the students carried it along.

In 1913 the Men's Union Board executed most of the planning for the homecoming. They arranged for a barbecue and circus with all the informal ceremonies that

students and alumni love and can enjoy together, with honored chefs and ringmasters, faked fights and police raids. From that time on the form of the celebration has ranged from frolic to formality, but it remains constant and satisfying to this day.

Behind all these significant student-initiated enterprises was the training ground provided by the group organizations of the campus. The social club that tended to be exclusive and the literary society that tended to be inclusive each contributed to the training of the student in group activity. The YMCA and YWCA were strong influences and many of the most vigorous personalities on the campus were active in their work.

One delightful phase of student life was the strong fraternal feeling that held the classes together. Today a class is a group that meets at nine or ten o'clock in Room 6 in Cole or Memorial Hall to hear a lecture or to discuss a subject or to take an examination. Fifty years ago a class was a group of young people who expected to be graduated in June of 1907 or 1910. They had a strong sense of group solidarity. They elected presidents, secretaries, treasurers, and sometimes chaplains. They designated some faculty couple as class father and class mother and were occasionally entertained as a group in their homes. Some had their own class songs and class yells which they did not always withhold from public use. On occasion they held picnics in a park or in Kirkwood Glen, if it was not too thoroughly policed.<sup>2</sup> As each senior class prepared to leave the campus, it gave to the University some memorial, which might not be very serviceable or very costly, but it was very precious

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<sup>2</sup>A bosky dell running northeast from Twenty-seventh Street just north of Clark.



in the giving. To these classes each succeeding reunion becomes more and more significant as they become more and more rare.

In this complex of group activities is to be found that vague thing called college spirit. As long as it was spontaneous and felt within the group, it was very real and satisfying.

Athletics, in which is traditionally supposed to be found the mode and measure of college spirit, still gave a considerable range to student initiative in the early years of the century. To that extent it was a true register of college spirit. Even the growing regularity of procedure necessitated by involved intercollegiate schedules and eligibility rules did not destroy the vitality of its less orderly days.

The coming of John L. Griffith, from Morningside College, as coach and director of athletics in 1908 rapidly accelerated the standardization of athletics at Drake. The "D" Club was organized that year in such a way as to emphasize the three-season sport program, with baseball almost entirely surrendered to the professionals and the summer season. Originally the letter men were all selected by the YMCA and its athletic board from outstanding members of the track team.

By this time athletics had passed through the early stages of development. The Athletic Association, made up of YMCA members, assisted by two or three faculty members, had long since grown weary with the increasing responsibilities of management. This group at first had to arrange schedules, line up players, secure a coach from the student body or a part-time professional, pay all the expenses and carry all the debts. They had petitioned the Trustees for relief, but it was not until 1904 that they secured satisfaction. The Trustees then

assumed the debt of \$600 and elected Dr. William Monilaw to be a salaried physical director, instead of an informal appointee of the Athletic Council.<sup>3</sup> The athletic association was greatly relieved for it had learned that athletics cannot be expected to "pay," just as academic classes do not. While undergraduates were still appointed to the Association by the YMCA, they were not burdened by anxiety as they had been earlier. In the fall of 1907 athletic management was shifted to faculty-trustee control in order to qualify for admission into the Missouri Valley Conference. In February, 1908, with John L. Griffith as the new coach and after having created a separate athletic management with powers equivalent to those of a faculty, Drake joined the Missouri Valley Conference. Thereafter scheduling of games was determined largely within the membership of the Conference.

When Coach Griffith came to Drake, the teams had variously been called Ducklings, Drakes, Ganders, and even Tigers, since they were supposed to fight like tigers according to the "D" song, which had been borrowed and adapted to Drake's needs. The shift of newspaper designation to Bulldogs is worthy of note. While Griffith was coach at Morningside, the students presented him with a pedigreed English bulldog. Later he bought another. Often while practice was going on, the dogs roved at random over the field. One of the students got permission to parade them on leash during the games. Art Gordon, a sports editor for the *Register* (and *Leader*), in a moment of happy inspiration dubbed the team "Bulldogs." Everyone was satisfied. An adjustment was

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<sup>3</sup>Dr. Monilaw, who was in fact the first coordinator of athletics at Drake, was later prominent at the University of Chicago.

necessary, however. The "D" song was changed to accommodate the new terminology, and ever since the man who wears a "D" must fight like a bulldog, not like a tiger for victory.

Griffith was an excellent director of athletics, but his record in football was not impressive. Apparently he came to that conclusion himself for in November, 1915, he resigned as coach, continuing in track training and management, and in general supervision of all sports, intercollegiate and intramural.

Basketball entered into the sports arena rather late, and at Drake made no headway until several years after 1900. The reason was a quite practical one. In the training shed there was only a 20-x 40-foot dirt floor for practice and no place for games. In 1907 the *Quax* presented the first picture of a team. But soon arrangements were made with the downtown YMCA for the use of their gymnasium and intercollegiate games could be scheduled. When the new gymnasium was built in 1909, the basketball team was proud of its floor and interest in the game began to increase. In view of the great prominence basketball has today, the pathetic rating it then had below track, and even below the moribund game of college baseball, seems strangely incongruous. It is interesting to note that the young ladies who were fortunate enough to have the old chapel-library-gymnasium were playing intramural basketball as early as 1904.

The minor sports of golf and tennis were maintained almost as private games for a select few. Nevertheless, they retained an official status through most of the years. Their lack of spectator appeal defined their role.

It was in the field of track athletics that Griffith made his name at Drake. From the earliest years the University had participated in track competition and had won

her fair share of honors. By its very nature track training could be maintained during most the year, and competition was scattered throughout a long season. The Iowa State meet, the Western Intercollegiate Conference meet at Chicago, and the Missouri Valley meet were rivals for attention, and particularly for a favorable spot on the calendar. With characteristic resourcefulness Griffith decided to sponsor a unique track meet that would create local and general interest. He would concentrate on a medley of events with widely selected contestants in one great day of competition. It was planned as a veritable carnival, and it was. The day was April 23, 1910, and these were the planned events: an 880-yard race for the intermediate and junior divisions of the Sunday School League, and a 440-yard run for the juniors; a 440-yard relay for the grade schools of the city; a mile relay for the literary societies of the University; a half-mile race for the Drake freshmen against the Earlham Academy; a one-mile race for the "Y" seniors; a four-mile relay for the Earlham Academy against Drake freshmen; a one-mile relay for the class championship of the University; a one-half, a one-mile, and a two-mile event for the Simpson, Des Moines, Highland Park, and Drake relay teams. It was a quite provincial affair. Besides, the weather was miserable because of a belated blizzard. Less than a hundred faithful rooters cheered for victory as they stood shivering about hastily built bonfires. And the field house was a cluster of tents at the north end of the Stadium. Nevertheless the event was a success because of the decision to try again.<sup>4</sup>

<sup>4</sup>The records of the Drake Relays may be found in undergraduate theses by Hal C. Kestler and Bob Speigel, covering the periods 1910-1934 and 1935-1942. These are deposited in Cowles Library.

In 1911 a plunge was made for an outstanding event never before considered at Drake. The Relay Carnival of this year retained some of the local interest of events for the junior athletes both from Des Moines and from other Iowa cities. But it also reached out through invitations to all Missouri Valley universities, and all the Iowa colleges. On April 22 twenty-five competing schools, three hundred runners, seventy-eight teams were entered. There was no blizzard, but a beautiful spring day. Davenport of the University of Chicago was scheduled as a drawing card. In his quarter-mile stint of the relay he was clocked (unofficially to be sure) as low as 48  $\frac{3}{5}$ . In any case many who carried no stopwatch that day still carry in vivid memory the rhythmic stride of Mercury, the messenger.

The Drake Relays, now no longer a carnival, were truly made on this occasion. Year after year since that time they have held their place among the major athletic events of the country. For Drake the element of contest is a minor factor. The Relays continue to be a spotlight thrown on clean sport and good sportsmanship. Their superb management by experienced officials, most of them with years of volunteer experience, constitutes the most gracious hospitality that can be shown on the athletic field.

It is an unpleasant thing to interrupt the narrative of campus activities as they themselves were interrupted by World War I. A large number of the natural leaders among the students went into war service, and all who remained were diverted into strange paths of feeling and performance. But in time the shadow of war passed. New students came to replace those who did not return. Those who did return after military service were sometimes disgruntled because part of their years had been



taken from them and no consideration had been shown for the years that were left. Even after their unhappy reactions were a thing of the past, the student body was not what it had been earlier and there was little discernible continuity to bridge the gap.

The old literary societies, once so natural and enjoyable, were strangely old-fashioned. They passed out of the picture with only feeble resistance to the change. The new students in the spirit of the times established new disciplines for themselves. Many of them eagerly joined campus organizations with national affiliation. Those who did not were nevertheless influenced by the trend.

The postwar years were indeed different. Among the students there was more acceptance of self-imposed conformity, and less acceptance of conformity imposed from the outside. The new situation was neither better nor worse. It was different, and the difference was as baffling to the students as to their elders.

PART IV  
*Consolidation and Stability*  
1922-1941

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COMPLETING FIFTY YEARS

THE ELECTION of Dean Morehouse to the acting presidency in 1922 is now more significant in perspective than it appeared to be at the time. The University for twenty years had grown so rapidly that its policy of management had not acquired stability. This deficiency was not restricted to any one individual or group, nor did it cancel out the merits that should be recognized in each case. The Trustees, the administrative officers, the faculty, and the alumni shared in the imbalance that troubled the University for several years. To an undetermined degree confidence was shaken, and there was an evident need for a restoration of the hopeful assurance that had characterized the first three decades.

It was into such a situation that President Morehouse entered. As a youthful student he had come to the campus in 1896. He had been a member of the famous football team of 1898 that had lifted the University out of a provincial status into state-wide and even greater athletic prominence. His student life was gradually transformed by apprenticeship in the faculty to full professorship. He had acquired distinction as a scientist on the campus, by completion of his graduate work at the University of California, and more significantly by his accomplishments as an astronomer, with contacts and friendships among the scientists in his own country

and abroad.<sup>1</sup> He had made initial entry into University administration as Dean of Men. Significantly, also, he was both scientist and influential churchman, and in this latter capacity, which was very precious to him, he was able to allay much of the distrust that had troubled both church and university for years.

For more than a score of years he had moved step by step into closer identification with all the various phases of university life. His interests touched the interests of all those who were concerned with the welfare of the University, and for that reason he could give to them confidence, and confidence brought stability.

President Morehouse's first year was an acting presidency in terms of specific designation since his predecessor had been granted terminal leave until the end of the year 1922-23. His status was, however, not under question. When his second year began his rank was free from any qualification, and on Thursday, November 1, he was formally inaugurated. This day and the two that followed marked the greatest homecoming celebration Drake had ever had. In addition to the significant inauguration ceremonies there was the dedication of the 1920 gateway at the southeast corner of the campus, a homecoming banquet, a student parade downtown with decorated floats, a Saturday noon barbecue which was in effect the climax of a series of pep meetings, the traditional football game with Ames (which Drake won with a score of 21 to 0), and the traditional Saturday night theatre party at the Orpheum with the relaxed teams facing each other from choice boxes. The gala occasion in its entirety was a symbol of a new and more confident

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<sup>1</sup>In 1908, while a graduate assistant at the University of Chicago and at the Yerkes Observatory, President Morehouse discovered an unusual comet, which now bears his name.

spirit than had moved across the campus for several years.

For some months President Morehouse was concerned primarily with the opening up of normal channels through which administration was to be carried on. Soon one project that had already been brought under consideration began to crowd into prominence with increasing insistence. The demand for a women's dormitory would be heard again.

Almost from the beginning University Place furnished housing for students in private homes. Many families moved into the new community, built or bought homes, sent their sons and daughters to college, and later opened their rooms to the sons and daughters of families who did not move to Des Moines. The homes of the professors often housed out-of-town students. The relationship was generally warm and friendly as in a family, with privileges that gave the students "the run of the house."

As time went on, University Place lost some of its student home atmosphere through change of ownership of residences. Rentals became more a matter of business and less a matter of accommodation. As a consequence, young people employed in Des Moines began to compete for rooming places. In many instances they were preferred since they were not running in and out all day long as were the students. Paralleling this was the increased mobility of the student group because of the growing use of automobiles. Nor should one forget the change in group mores that characterized the period immediately after World War I. As a result of all these factors the University began to be more acutely aware of the need of supervision over housing for its young people. The dormitory that had once been despised as a bad

influence was now eagerly sought as protection against difficulties more real than those that had been feared at an earlier time.

With considerable assurance the Board of Trustees was ready in February, 1923, to proceed immediately to the erection of a dormitory for women. While they were in the initial stages of planning, the estimated cost moved steadily upward. This was the beginning of a period of heavy inflation of credit which at one moment brought encouragement and at the next discouragement. At this stage the uncertain state of national finance may have been a deterring influence to a cautious university administration. It is also possible that the rapid organization of fraternities and sororities, which were anxious to follow the national pattern, drew a considerable part of the campus population into the leased houses that proudly displayed the once outlawed Greek-letter emblems, thus lessening to a certain extent the demand for dormitories. Whatever may have been the specific reasons, construction of the favored women's dormitory did not begin at once as planned. It was delayed for eight years, a long and deeply regretted postponement.

The caution that pushed the dormitory into the background affected other phases of the University's program, and for the same reasons. It had been earlier decided to discontinue the law classes offered downtown. Since the requirements for a law degree did not rest necessarily upon college work, there was some demand for legal training that would enable employed persons to prepare for the bar examination without enrolling for classes on the campus. Withdrawal from this form of extension work was at that time advantageous for the University, but the demand for night law classes remained. Before long an independent Des Moines Law



School was organized to supply the need that the Drake Law School no longer met, and in time the University had to deal with its competitor.

The College of Education under Dean W. F. Barr had engaged in a number of experimental projects. These were invariably of a high order and generally prophetic in character. One venture was competitive in nature. The Department of Home Economics initiated in 1906 was sound in purpose, but obviously it could not do as comprehensive work as could be done at the Iowa State College at Ames. It also was discontinued in the summer of 1923.

In the Board of Trustees there was a persistent demand that the Alumni Secretary should raise a stipulated sum of money by a designated date. In spite of the apparent narrowness by which the duties of the Alumni Secretary were defined, the final decision to continue the secretaryship throughout the twenties gave an opportunity to strengthen the bonds between the University and its graduates. Among the significant contributions to alumni relationship was the adoption in 1923 of the Dix Plan for reunions, by which particular, but not exclusive, emphasis was placed upon the reunion of classes dating backward at five-year intervals, with specific stress upon the twenty-fifth and later the fiftieth year. It became the practice at the annual banquet in June for a member of the class celebrating its twenty-fifth reunion to act as toastmaster. Frequently another member gave the baccalaureate sermon.

The year 1924 marks a change in attitude toward expansion. A year before the building of a much-needed dormitory was at one time an immediate necessity and then an incautious venture. Now the ambitious plan of rebuilding the Stadium on a much larger scale and

coupling with it a comparable field house met no restraint such as had stopped the building of the dormitory a year before. The change can be understood in the light of hitherto unusual factors. To begin with the fiscal year 1923-24 was completed without a deficit, probably for the first time in the history of the University. Also the Greater Des Moines Committee was ready to promote the major part of the financing by its own devices, independent of immediate University responsibility. In addition there was an unquestioning confidence that athletic events would draw a paid attendance that would not only cover their own operational expenses, but also retire the financial obligations incurred by the building of the Stadium and Field House. And behind all other considerations was the unsuspecting and universal trust that a new level of economic stability had been reached in America, which would safely permit hitherto impossible ventures in credit.

Accordingly as the plans matured the Greater Des Moines Committee proposed to the Board of Trustees in March, 1925, that a Drake Stadium Corporation be formed, that the University raise \$50,000 in cash and deed the Stadium and all necessary ground to the Corporation. The Committee would then float a bond issue totalling \$225,000, constituting a first- and a second-mortgage claim against the property of the Stadium Corporation, not the University. The final stipulation was that the University as the operator of the athletic programs would turn over forty per cent of the first year's gross income, and fifty per cent thereafter until the mortgage bonds and all other obligations were canceled. Thereupon the Stadium Corporation would deed the property to the University.

Meanwhile, building plans were materializing and the old Stadium, dating from 1907, gave way to the new one which was opened on October 10, 1925. On that occasion the chairman of the Greater Des Moines Committee presented the Stadium to President Morehouse, also to Mayor Carl M. Garver and to Governor John Hammill, for the method of financing the project gave it a distinctly public character. The seating capacity of the new Stadium was 18,000 with a hopeful potential of 50,000 by the addition of higher stands. The game with Kansas University played on the opening day drew seven thousand persons. The empty seats were an unhappy, and probably unnoticed, omen of difficult amortization.

The plans were carried rapidly forward to build the Field House with adequate and adaptable accommodations for indoor sports, and for the seating of nearly 4,000 spectators. The completed building met quite satisfactorily all the requirements then envisioned except for a swimming pool, a luxury for which both the young men and the young women longed. The older gymnasium went to its rightful heirs, the young women of the University. Its present title, The Women's Gymnasium, has finally replaced its original name, Alumni Hall or Gymnasium. While it is no longer modern, it is still playing an important campus role.

The completion of the Field House was a great event, and its dedication was planned accordingly. Paavo Nurmi, the great distance runner from Finland who was in the United States, was tentatively scheduled to appear at the dedication of the building in December, 1926, with a demonstration on the indoor track. The actual dedication was on a more modest scale. It was postponed until January of the next year when a basketball game with

the University of Kansas on the fourth and with Simpson on the eighth were the main features of the celebration.

The procedure followed in financing this quite pretentious expansion of campus facilities was technically sound, but two serious difficulties were not anticipated. One appeared almost at once, the increasing cost of construction, so characteristic of the 1920's. In order to complete the work as planned the Board of Trustees in March, 1926, permitted the Stadium Corporation to retire first mortgage bonds and replace them with a new and much larger issue. The other difficulty was the failure to gauge soundly the popular support of athletic programs both at Drake and at similar institutions over a period of years. But no one could predict the tragic financial collapse that came in 1929, and still less the chastening effect it would have upon the public during the difficult 1930's.

In the spirit of great hope and expectation the University set about to promote full use of its new athletic equipment. A new pep club called the Growlers was at work stimulating Bulldog energy in the fall of 1925. Unhappily this pep club lost its pep and in 1928 needed to be wakened for a renewal of its own energy. Its most recent revival occurred as late as 1954.

Whatever may have been the contribution of the Growlers, the University was successful in spotlighting its football program, and quite literally. In the fall of 1928 it installed a 48,000-watt lighting system and advertised night games. This innovation created quite a little local pride, for it was asserted that the Drake-Simpson game of October 6 was the first night game ever played west of the Mississippi River. A hurried check

of the record, prompted the concession that the University of Cincinnati had anticipated the Drake night game by two years, and William and Mary by one year, but the trans-Mississippi record seemed secure. If Drake's own record had been checked, the claim to priority would have been greatly strengthened, for there were a few oldsters around who remembered that Drake had played two night games under sputtering arc lamps just twenty-eight years earlier.

Perhaps the most significant promotion of the Drake football program is to be seen in the series of games played with outstanding teams, thus bringing Drake's name to many a capacious stadium and to many a bold headline. The schedule for the year 1928 is a fair sample of the strenuous series of games in which the Drake teams participated for several years. There were three games within the state, with Simpson, Grinnell, and Ames. The remainder of the list included several quite formidable contestants, the Universities of Kansas and Minnesota, Pittsburgh, Navy, Notre Dame, and the University of California at Los Angeles. The arguments offered for such a schedule were publicity, a favorable financial guaranty, and the experience, all of which are truly on the credit side. Sober judgment in time brought about a different balance in the selection of contestants.

After the needs of the athletic program had been taken care of by the building of the new stadium and the field house, attention was directed to other requirements. No classroom space had been added since Carnegie Library and the addition to Howard Hall were put up. The need for additional room was more than evident. Perhaps sharing space with the University Christian Church as was done in the 1880's might be an answer, this time with the church being host.



The church which had been built in 1889 was inadequate by 1910, when the congregation added just to the south a building for worship. The older building was used for the Sunday school and other similar activities. Continued growth in church membership and the diversification in type of service created a demand for larger and better accommodations. The old church was torn down and a more specialized religious education building was erected in 1926. The University adjusted its own campaigns for finance to the plans of the church and in other ways gave some assistance to the building program.

At the suggestion of President Morehouse arrangements were made for the renting of the third floor, beginning in February, 1927. Obviously the sharing of rooms for widely divergent purposes would involve some inconvenience to both contracting parties. Yet space was at such a premium that the University continued to use the rented quarters until retrenchment forced the cancellation of the arrangement.

A further indication of the need for additional classrooms was noted when the University Branch of the Des Moines Public Library was removed in January, 1927, from Carnegie Library to its present quarters on Twenty-fourth Street. The helpful and friendly sharing of quarters by the two libraries had lasted for eight years.

For a time in May, 1927, the University had promise of an abundance of room for expansion. Several months before negotiations had been initiated looking toward the merging of Des Moines University with Drake. This institution, located in the north part of the city at Second and Euclid Avenues, had an interesting and somewhat complex ancestry.

In 1865 Des Moines College was chartered and opened in Des Moines as a Baptist institution and finally occupied a campus at Tenth Street and College Avenue, now the site of Dowling High School. In 1916 the Baptist interests in Central College at Pella were drawn into Des Moines College, and the merged interests bore the name Union College, as a holding institution. As a further step in this development Highland Park College was bought in 1918 and all operations were transferred at once to its campus at Second and Euclid Avenues.

Highland Park College had been established in 1889 as a private venture, but in a few years it came under Presbyterian direction. Unlike Des Moines (Union) College which was primarily a Liberal Arts College, Highland Park gave particular attention to special fields, such as engineering, pharmacy, dramatic and music training. Both Highland Park and Des Moines College had earned well-deserved recognition as excellent colleges, as attested by the prominence of their successful alumni. When they were united in 1918, they jointly assumed the name Union College, since the influence of the Baptist Church predominated. In 1920, however, the name was changed to Des Moines University, thus emphasizing the connection with the original Baptist college.

Des Moines University started out under auspicious omens, with a broad range of curricular offerings that seemed ready to give stiff competition to Drake University. Its relationship to the Northern Baptist Convention, however, did not free it from the task of securing local support, and in a few years continuation became more and more difficult. It was for this reason that its Board of Trustees turned to Drake University as a proper custodian of its records, its alumni list, and such assets as might be transferred. On May 9, 1927, the boards

of the two institutions arrived at an agreement and on the next day publicity was given to their decision. Friends of Des Moines University were assured that scholarships were to be continued, all debts were to be paid, and all other obligations were to be fulfilled. Some prominent alumni were aware of the negotiations and approved of them. Within twenty-four hours protests began to roll in. First the managers of the Iowa Baptist Convention demanded postponement and submission of the proposed merger to the National Board. They conceded that the University must be closed, but opposed the arrangement made. Next the students protested and set out to rally support for continuation. Then alumni groups offered their aid to the students' effort. And finally the Highland Park community came loyally to the cause of their neighbor, the University. Meanwhile the two groups of trustees continued on the assumption that the merger would in the end be effected.

A new force entered into the situation and in the end brought about a decision to continue Des Moines University, but under altogether different auspices. A few fundamentalist Baptist ministers of Des Moines secured the support of the four-year-old Baptist Bible Union of North America. Suddenly the agreement with Drake was dropped, and Des Moines University became a fundamentalist institution with vigorous intent to eliminate undesirable faculty members through creedal requirements. Many hitherto strong supporters withdrew at once. Their places were quickly filled, but with unrecognized losses that later proved to be costly. It was not long until internal dissention reached violent proportions. In the end student riots swept the campus and brought a sudden end to normal operations. The higher officers fled precipitously in complete transformation of

character and role. Under the circumstances there was no opportunity to continue an educational institution under the existing organization.<sup>2</sup>

What could have been done with the grounds and buildings under the management of Drake University cannot be conjectured. The two institutions might have been integrated with some advantage to all, certainly with less loss and embarrassment than actually occurred. In any case the rich traditions of Des Moines and Highland Park Colleges were broken and in a measure lost.

Blocked in one quarter Drake turned to another. Immediately to the west of the campus was a tract of about ten acres occupied by the Home for the Aged. Its building was growing less and less satisfactory from the standpoint of those responsible for its maintenance. Inquiry was begun late in 1928 to determine what arrangements might be made to secure this block of land. Obviously negotiations with as stable an institution as the Home for the Aged would stretch over a long period of time during which the trustees of the Home could explore all possible means for compensating for the surrender of such a desirable site. After several moves by the Trustees of Drake a long term and gradual plan for transfer of land and title was arrived at. But that is a story for later telling.

The attention given to the physical aspects of the University was in response to real need, but there came to be an increasing awareness that care should be exercised in relation to other essential requirements. The North Central Association of Secondary Schools and Colleges had been organized to improve the stability and

<sup>2</sup>The grounds and buildings lay idle for a long time, until they were bought by Alfred Lawson of Detroit as a site for his College of Lawsonomy, a personal and esoteric pseudo-philosophy of extremely obscure nature. Lawson's claims for tax exemption did not satisfy city and federal offices that his college was a bona fide educational institution, and in the end the property was sold to private investors who are in 1956 transforming it into an extensive shopping center.

quality of management and instruction among its member institutions. It made recommendations in the entire area of institutional activity, indicating, among other items, standards of faculty training, appropriate curricula and their administration, library adequacy, and the relation of endowment to work undertaken. Failure to meet minimum standards might result in warnings, and in the last extremity loss of membership in the association.

Drake had held membership in the North Central Association since 1913, and throughout the intervening years had carefully made adjustments to keep its standing secure. Consideration of building a dormitory had hardly been put aside when President Morehouse in February, 1924, discussed with the Board of Trustees the importance of maintaining membership in the North Central Association and the specific requirements that offered the greatest concern, the most important of which—and the most difficult—was a larger endowment to be secured by early 1927. The task confronting the University was not an easy one. The Drake University Foundation, which had been established locally in 1917 to furnish ready cash, had not yet been fully reimbursed as intended by returns from the Men and Millions Movement. It was not easy, therefore, to conduct another money-raising campaign in the Des Moines area. President Morehouse and his associates turned to the General Education Board, as had been done on an earlier occasion. They received a promise of \$150,000 on condition that they raise an additional \$350,000 by December 1, 1928.

Almost at once the campaign to build a new Stadium and a Field House was started, and before the continued membership in the North Central Association was officially assured. In the confident spirit of the 1920's the



policy makers of the University must have reasoned that the stadium and field house project, which was so enthusiastically promoted by the Greater Des Moines Committee, would aid in the furtherance of financial stability. In fact it appeared to them that the endowment requirement had been met. It was a distinct shock to learn in March, 1926, that the annuities, notes, and pledges which had been included as endowment were disallowed by the North Central Association. With less than a month to go the University faced the necessity of raising \$336,000, possibly by the collection of obligations not yet due. For the first time an increased attendance was an unwelcome possibility, for it would have required still larger endowment; and for the first time the University seriously considered limiting the enrollment. Compensation would be found in the selection of superior students, the total not to exceed thirteen hundred.

However, the worst did not come to pass. The President and the Chairman of the Board of Trustees were authorized by the Board to visit the officers of the North Central Association on behalf of the University. The outcome was satisfactory, for the Association did not remove Drake's name from the list of accredited institutions.

In 1928 the General Education Foundation paid a part of its pledge in proportion to the money raised by the University. The difficulty encountered in raising the remaining sum made the University officials vividly aware of the fact that they were competing with the long-standing Drake University Foundation obligation and the recent Drake Stadium Corporation which had not realized any measurable returns from the athletic program. The General Education Foundation consented to an extension

of time to qualify for the remaining part of its promised contribution. In spite of the financial depression that came in 1929 the last payment of the General Education Foundation could be reported at the June Commencement of 1930. The Drake University Foundation debt was assumed by the University, with some hope that the almost forgotten Men and Millions movement might collect and allocate enough pledges to liquidate this obligation. With this step, which did not lead entirely out of the financial wilderness, the University nevertheless reached a point clearly indicating that it had successfully survived both the overstimulating psychology of the 1920's and the depressing effect of the financial collapse that came in the year 1929.<sup>3</sup>

In looking back over the 1920's a miscellany of items appear, not necessarily connected with the main course of university management and expansion. If they appear to be disconnected, they need only the perspective that can readily be supplied from the preceding discussion.

One auspicious event that marked the beginning of President Morehouse's administration was the long-hoped-for installation of a chapter of Phi Beta Kappa on the Drake campus. It was in 1913 that the first application for a charter was presented to the office of the United Chapters. The approval of their Senate was voted in March of that year. On the eve of the final decision to be made by the Triennial Convention in September, questions were raised by a special committee,

<sup>3</sup>An interesting supplementary device for adding to the University's funds was suggested in 1924 by Gerhard Zepter, a former student and the son of a former Drake professor. As the representative of the Metropolitan Insurance Company he proposed a group insurance plan for the alumni with the University as beneficiary. This could not provide the ready cash so urgently needed, but it did have real value in suggesting to alumni that at slight annual cost they could offer a substantial personal gift to the University. The depression that struck a few years later terminated many of the annual payments, but after twenty years the University realized something tangible from these policies, almost \$30,000 for endowment.

and as a consequence action was deferred on the application without prejudice, until a later time. A number of factors seem to have entered into the disappointing postponement. Originally there were four signers to the application. With the closing of the medical college one naturally lost his status as a faculty member of Drake University. Another signer, and the one authorized to correspond with the United Chapters, lost his position at Drake in part at least because of official judgment that he was a failure as a teacher. Financial problems of the University may have been injected into the controversy. In any case the unhappy professor filed extensive letters with the Secretary of the United Chapters that seemed to be more vengeful than informative. From the jumble of accusations and misunderstandings it may be safely deduced that the number of bona fide faculty signers to the petition for admission was reduced to two; that financial conditions at Drake were considered to be somewhat insecure, pending hoped-for assistance from the Men and Millions Movement and from the General Education Board; that administrative procedures in handling faculty dismissals were at least subject to scrutiny; and that the policy of the United Chapters' governing admission was cautious and strict, not infrequently resulting in delay.

This was the period during which crosscurrents were surging across the campus and in retrospect there is small wonder that official postponement of final action on Drake's application was voted. The decision of the triennial session of the United Chapters in 1913 was reaffirmed in 1916. In September, 1922, final approval was voted. The improvement of financial conditions by 1920 and the stabilization of administration by the appointment of President Morehouse at the time of the triennial

meeting in 1922 may possibly have contributed to the favorable vote of that year. In any case the granting of a charter was a symbol of the increased confidence and prestige that Drake was gaining in many quarters.

In May, 1923, a charter was available for the formal installation of Gamma Chapter of Phi Beta Kappa in Iowa.<sup>4</sup> The charter members of the chapter elected twenty-six foundation members, most of whom were alumni, and to the regular alumni list a much larger number who were considered to have met the proper conditions prior to the year 1923. The first election of members-in-course was also held at that time.

To Professor Frank I. Herriott the installation of Gamma chapter was almost a personal victory. For ten years he had been persistently striving against delay and discouragement. It is small wonder that the chapter continued him as its president from 1923 until his death in 1941 in recognition of his services and devotion. Even to Professor Herriott personal satisfaction was only secondary. As the oldest fraternity honoring scholarship and as the one most general and extensive in its interests, Phi Beta Kappa has a unique, but not exclusive, significance on any undergraduate campus.

Another unique distinction came to Drake when Professor Alfred Pearson was appointed early in 1924 by President Coolidge as Minister to Poland. Two years later he was transferred to Finland in a similar capacity. Professor Pearson had not been active in public life. His appointment therefore rested not on political experience, but on the esteem in which he was held in Des Moines and in Iowa, and on the qualifications which characterized him. He was personally acquainted with much of Europe, and with the language and culture of its people.

<sup>4</sup>The University of Iowa and Grinnell College had earlier secured charters.

Upon his return to the campus in 1930, he was appointed Dean of the College of Liberal Arts, a position President Morehouse had held since 1922.

With an emphasis upon scholarship should be noted the appointment in December, 1926, of the third Rhodes Scholar from Drake, Robert Patrick. Two others had preceded him to the halls of Oxford University—Jay Woodrow in 1908, and Norman Scott in 1916. The English universities had long held a fascination for American students as offering an opportunity for a broadening experience. Those who were fortunate enough to win an award merited recognition from their fellows in a special edition of the *Delphic*, as happened in the case of Mr. Patrick's appointment.

Strengthening of the University was achieved in this period by the establishment of closer connections with the real and potential constituency of the University. Outward evidence of this may be seen in the appointment to the Board of Trustees of an increasing number of persons who were strategically associated with the dynamic aspects of community growth, some of whom were alumni, all of whom were a part of leadership in public affairs. Their continued friendship proved to be advantageous beyond any immediate expectation. Their interest made Drake University less and less a solicitor for support and more and more a participant in the building of a well-balanced community.

A close tie was also evident when in 1928 President Morehouse received the Community Award sponsored annually by the *Des Moines Daily Tribune*. This recognition keyed both to open nomination and to careful evaluation attested the place in the community held by the recipient, and through him an increment of distinction came to the University, as it had several years before



when Des Moines erected the Municipal Observatory in Waveland Park to house the telescope President Morehouse had made so well known.

Throughout the administration of President Morehouse a great deal of attention was given to publicity, largely under the direction of E. C. Lytton, the business manager. Since the spirit of the time was aggressive in the 1920's, a gain in appreciation was won that carried over into the more dismal decade that followed. It is difficult to measure the significance of a familiar name except by the response of a friendly attitude. That response has long been considered as a valuable asset.

The devices employed in securing publicity were many and varied. In addition to the honors that came to members of the University group of a distinctly academic type, there was the sheer lifting of the name of the University into a favorable setting. The scheduling of games with teams against which a good showing in defeat was almost the only hope was not without its advantage to the University as a whole. Similarly the sending of the University Band on a tour through Europe in the summer of 1930 gave much desired prestige through a method very characteristic of the period.

The University turned to its inner patterns as it had through publicity to its outside relations. The old order had in many ways been changed and some early characteristics had disappeared entirely. There was a feeling on the part of some that an attempt should be made to restore old traditional practices and to establish new ones. Accordingly when the college year opened in September, 1924, there was designated the First Annual Tradition Day, with a special convocation, the organization of classes that had been on the campus at least one

year, and a march to the Stadium to welcome the freshmen. In 1926 an attempt was made to establish other traditions, and consequently the First Annual Cap Day was put on the calendar, with a tug-of-war, a rush to pull down a flag from the pole, and a revival of the push-ball game, now dead some fifteen years. On occasion attempts were made to introduce beanie caps, stocking caps, and straw hats, as traditional headgear for freshmen. Success was generally less than nominal.

In 1927 an investigation was made to see if it would be possible to revive the old literary societies and to restore old traditions in general. By this time experience had introduced the warning that traditions could not be imposed by artificial means, and that old traditions, when reintroduced, were in reality the strangest and most unwelcome innovations of all.

Nevertheless, throughout later years sporadic attempts were made to breathe life into the expiring ceremonies which had in earlier days enlivened commencement week. The peace pipe was puffed a time or two as the juniors and seniors put aside their supposed rivalries. One year the seniors, watched curiously by a few incredulous unbelievers, ceremoniously symbolized the bond that would always hold them together by marching in a circle while holding the ivy chain carefully provided for the occasion. By chance an unfriendly species of ivy had been interwoven with the benign species. There have been no ivy chains since.

Probably the clearest indication that the University was growing up lay in the fact that the students, nurtured in a society that was quite different from that of the period previous to World War I, refused to accept the forms that had been dusted off and handed to them. They are the ones who made the choice between literary

societies and fraternities, between pushball and rush week, and their decision was irrevocable.

There were constructive features in student life when choices were left to them. The most prominent of these was the continuing observation of homecoming each fall. It appears now that the energies of the Women's League that had sponsored a May festival, and of the Men's Union that promoted a friendly banquet for the men, were redirected and combined in making homecoming a success. Throughout the years a medley of events characterized the occasion, the decoration of fraternity and sorority houses, barbecues, circuses, parades, tugs-of-war with water hazards, style shows, bonfires, homecoming chapel exercises, dances, stag luncheons, teas, banquets, preacher-lawyer football games, plays by the drama department, and the necessary football game with Grinnell for the prized old-oaken bucket or with Ames later for the Rock Island engine bell. The events shifted and changed, but the basic structure remains today, perhaps the most consistent exhibition of one type of college spirit on the part of the students.

Another of the miscellaneous features of this period was the establishment of a Board of Publications to supplant the student election of editors and officers of the campus publications. This change was made late in 1926. By this time the publication of even as small a paper as the *Delphic* or a single annual issue of the *Quax* became involved in financial obligations that could easily become difficult and embarrassing. University support and continuous direction came in inevitably. At one time *Caprice* as a new publication undercut the *Delphic* considerably. And in 1927, *Foolscap*, promoted as a literary magazine by a group of talented students, met with disfavor in spite of apparent possibilities. The

creation in 1926 of a Department of Journalism in the College of Liberal Arts replacing the one included in the early College of Commerce, Finance, and Journalism, supplemented the Board of Publications as channels through which journalistic training and experience could be directed on the campus. Some of the old-time spontaneity was lost, but responsibility was fixed and obligations were more readily met than when the *Delphic* was first launched.

Unhappily the alumni secretaryship was discontinued in June, 1930, and it was only after a number of years that it was restored. A measure of economy was effected for a time, but the difficulty of maintaining contact with graduates was great, with the office reduced to a clerkship.

The last feature of the miscellany discussed through several pages is one that has given increasing satisfaction through the years. In 1925 there appeared under the signature of Emma Scott, A.B. 1911, and Clifford Bloom, B.M. 1918, the words and music of a song which has since acquired the status of the Drake hymn, as some said it should when it was first issued. On several occasions, Drake songs had been submitted for campus approval, and although they were received with considerable initial enthusiasm, they did not win permanent acceptance. In an effort to meet a very obvious need Dean Holmes Cowper asked Miss Scott to embody the spirit of the University in appropriate words. He later asked one of his own students, Clifford Bloom, to provide the complement of music. The song is now a part of Drake.

AT LONG last as Drake approached her fiftieth anniversary, it was possible to return to the building of the dormitory, for which the Alumnae Association had been working for many years, and which had been proposed

by President Morehouse in his first report to the Board of Trustees in 1923. The need for housing, particularly for young women, was more apparent than ever. In view of the still gloomy financial outlook for the immediate future considerable courage was shown in the undertaking. Without doubt the approaching completion of fifty years of the University's history was an incentive. A site was selected on Twenty-eighth Street just across from what had long been known as the west campus. It was intended that the building should be open in September, 1931, but in the manner of building projects annoying delay was encountered. It was not until June 6, at commencement time, that the cornerstone was laid as part of the celebration of the fiftieth anniversary. September came and the building was not finished. The young women who had been assigned to the rooms were housed in Hotel Fort Des Moines until November 10, when they moved out to occupy the first dormitory to be built on the campus since the Students' Home was hastily erected for the opening of the University in September, 1881.

A few special events marked the fiftieth anniversary. There was the hanging of a new bell in the tower of Old Main. The original bell, which had been hung soon after the Administration Building had been erected, had been silenced by a large crack after a few years. In 1916 it was sold as metal and no doubt ended up as war material. In November, 1930, a petition signed by students, alumni, and faculty gave concrete form to the wish for a new bell. Tag days in December brought in some cash. Slowly the fund grew, and eventually enough money was secured to warrant a purchase. The new "victory" bell was dedicated to heralding of changes of classes and of victories on the football field and in the field house, as



well as the annual announcement of Skip Day. As in the case of its predecessor its tongue was sometimes silenced by pranksters, and class and athletic victories went unannounced. The students of today are hardly aware that there is a bell in the tower of Old Main, and still less do they understand how important it was to their predecessors.

A prominent feature of the fiftieth anniversary was a pageant, written by Tom Duncan, who was ready to receive his Master's degree at the June commencement. Mr. Duncan was able through his own experience as a student on the campus to express the significance of the anniversary through the medium of dramatic symbolism. The *Spirit of the Prairie* was transformed through eight scenes into the Spirit of the University. What matter if fear of rain did drive everyone from the spacious campus to the crowded auditorium?<sup>5</sup>

Reaching back into the past even more realistically than did the pageant, was a reception honoring faculty members who had been on the campus for twenty years or more. These constituted a still strong contingent of the memorable faculty built up by President Bell in the early years of his administration. With them appeared a few who had participated in the founding of the University in 1881, not many, but not forgotten.

Behind the scenes was carried out without ceremony a transaction that could not be overlooked. To comply with the provisions of the law a new charter and new articles of incorporation were filed with the Secretary of State for Iowa, thus speeding the University past its celebration of fifty years of history into another fifty years.

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<sup>5</sup>Mr. Duncan finished his undergraduate work at Harvard, but returned to Drake for his graduate degree. Since that time he has become well known as an author.

## THROUGH THE DEPRESSION YEARS

FIFTY years of history were closed, and with great satisfaction. Most of the vigorous faculty with which President Morehouse had started his teaching nearly thirty years earlier were still beside him. Yet with the omen of certainty the ranks were being thinned. Professor Herbert Martin, who succeeded Professor Sheperd in 1911, had joined the faculty of Philosophy at the University of Iowa in 1927. Charles Oscar Denny, a student at Drake only a few years after it opened, had been Professor of Latin both in its heyday and in its decline. In 1927 he was suddenly stricken and was not able to return to the classroom. Professor Olynthus Burroughs Clark, who had earlier taught history at Eureka College, was a member of Drake's faculty from 1905 until his sudden illness in 1931. Like Professor Denny he was unable to resume his teaching and survived only a few years.

Another loss of special significance followed in 1932. Charles Sanderson Medbury had entered upon his ministry at University Church in 1904, and after a short time he was officially designated chaplain of the University. For many years the University Church and the University shared, but did not divide, his ministry. Once each week he gave his unique inspirational talks at a

popular chapel service. Special student groups benefited also from his generous spirit. Brother Medbury, as he was intimately known throughout his ministry, was peculiarly gifted in directing young and old alike toward a meaningful interpretation of life's opportunities and responsibilities.

He was himself conscious of his own limitations in the field of scholarship, but he rightfully interpreted his proper role and sought to fulfill it to the limit of his extraordinary energy. His was a sensitive soul, and in the vigorous give and take in 1916 and 1917 he was hurt more than any other by the buffeting that was exchanged in the discussions between faculty and Trustees. Even in opposition he sought always to be conciliatory. In disappointment he resigned his chaplaincy. Yet at the invitation of his friend, President Morehouse, he returned to the campus time and time again as Chaplain Medbury.

Still at the peak of undiminished vigor he collapsed at the conclusion of the church service Sunday morning, April 24, 1932, under circumstances that dramatized his personality and his service. The University shared in the loss, remembering him as its chaplain through many years.

As the early faculty group shrank in numbers and as expansion of program called for a larger staff, qualifications in training and experience established a more exacting basis for selecting replacements. The diversification of advanced graduate training in the larger universities of the country made its influence felt in the program of instruction in such institutions as Drake, and at the same time made available an increasing number of applicants from which to choose a faculty. Those

who were added year after year were therefore more specifically selected for designated areas of instruction than ever before. Many of them, added to the staff both immediately before and after Drake started on its second fifty years and still presenting the firm ranks of experience, may not properly be grouped with the Old Guard of President Bell's faculty, but perhaps they may be called the second line of Stalwarts, appearing in sequence and not in rivalry.

In terms of personnel Drake University could look forward into its next stage of history with confidence. But the immediate future was uncertain. The financial depression that had begun in late 1929 was after two years crowding more and more relentlessly against the University's resources and prospects.

The summer salaries for 1931 were reduced, and the reduction was carried over into the next year. A policy generous in spirit was adopted, asking that the faculty consider any salary cut as a voluntary contribution to be offset by a later bonus or restoration if income would permit. In any case the original salary scale would be a reminder that a primary objective of the administration would be the maintenance of adequate payment to university employees. Obviously the take-home pay was reduced during the lean years that followed, and there was no one that did not feel the pinch of lowered income. Stamp or token money was considered by the Board in 1933, but a favorable turn in finance made it unnecessary.

Annuity payments also were affected for the University found its agreements increasingly burdensome. Adjustments were in some cases easily effected, much to the relief of the treasury.

The financial policy of the University shows a shift in the direction of a sounder investment of endowment.

In agreement with the practice of all the large universities purchases of diversified investment, largely in common stock, replaced the older annuities and real estate mortgages.

Those who looked beyond their own compelling stringency were steadied by the realization that Drake's financial policy had not led into temporary bankruptcy as was unfortunately the case on many campuses. The modest, but not stingy salary checks, were delivered on time and were adequately covered at the bank. On one occasion, as stated by E. C. Lytton, the business manager, the president of the Board of Trustees was not in the city when authorization for payment was necessary. Arrangement by telegraph involved a delay of twenty-four hours only.

It is true that some individuals were affected by shifts, changes, and cancellation of courses, or by some other reduction within the budgeted expenses of operation. The deans pooled resources whenever possible. The library expenses were cut, as was true in the case of supplies, office help, and athletics. The Drake Stadium Corporation was reorganized in order to prevent even more embarrassing developments. Students also had their difficulties while attending college. Some who otherwise might have found it impossible to get a college education were helped by the National Youth Administration. The times were truly difficult.

Even in the midst of the most distressing part of the depression there were some unexpected gifts that gave a lift to the spirit at a time when it was most needed. In the fall of 1934 Carl Weeks offered the University his residence in west Des Moines, known as Salisbury House, for use as the home of the Fine Arts College.



Mr. Weeks, a successful businessman of Des Moines, had at an earlier time been a trustee of Des Moines University. When this institution lost its original character in 1927, he continued as a trustee of the Des Moines College of Pharmacy which assumed an independent position at the same time. He also became a member of the Drake Board of Trustees in 1926. Interest in his ancestral home in England led him to plan his residence here in appropriate style and to secure a number of structural elements which were brought from England to incorporate in Salisbury House. As a connoisseur of art Mr. Weeks had furnished his home with carefully selected paintings, statues, and other art objects from many parts of the world.

The generous presentation of Salisbury House to Drake University created quite a stir of interest and appreciation on the campus and in the community. Mr. Weeks at the head of a special committee set about to study ways and means of maintaining Salisbury House as a College of Fine Arts. The residence itself was readily adaptable for classrooms, art galleries, studios, and offices. Problems of difficult and expensive duplication arose at once when a separate campus was considered. The transportation of students by shuttle busses from Liberal Arts and Education classes on the Drake campus to Art and Music classes at Salisbury House was equally prohibitive. For the time being Mr. Weeks continued to live in his home while means for using it as a College of Fine Arts were considered from many angles.

Early in 1937 the campus was stirred by the news that Drake was to receive a new library from the Gardner Cowles Foundation. Gardner Cowles, Sr., head of the company that publishes the *Des Moines Register and Tribune*, had been on the Drake Board of Trustees since

1926, and during the intervening time had manifested a growing interest in the University's welfare. Carnegie Library, dating from 1907, was still structurally sound, but the change in requirements made it inadequate as a general university library. As a matter of fact the need for recitation rooms had long prevented full use of Carnegie Library for its original and designated purpose.

The building of Cowles Library was marked by the initial ceremony of ground breaking at commencement time in 1937. Its location near Twenty-eighth Street gave a balance to the campus design that is pleasing. The architecture and material are in harmony with Morehouse Hall, the dormitory which stands nearby and is held in the same view.

As soon as it was known that there was to be a new library, suggestions began to come in about the future use of Carnegie Library. The need for a Student Union, an essential requirement for today's college or university campus, was brought to the front by student agitation in favor of the conversion of the old library building. Another urgent need was presented from another angle. The Law School, which had been housed for over thirty years in Cole Hall, was outgrowing the quarters which it had shared from the first with other colleges. The College of Liberal Arts in the early years had space for some of its classes there. Later the College of Commerce and Finance (Business Administration) occupied rooms assigned to it. Since sometimes law and business mixed in unexpected ways, a partition was built across the lower hall in such a way as to make the north and south doors available only to students of the appropriate colleges.

In weighing the rival claims to Carnegie Library in a long-time plan the Student Union lost out in this instance. In view of the fact that Andrew Carnegie had himself granted \$50,000 for the building and had laid down a number of stipulations when Drake became identified with the Carnegie Association for the Advancement of Teaching, President Morehouse prudently inquired what the attitude of the Carnegie Foundation would be toward a change of use for the library. No objection was offered and the Law School was permitted to move out of its original campus home and to occupy a considerable part of the old Carnegie Library. As the Law School has expanded, additional rooms have been adapted to its use, and the lintel stone over each of the entrance doorways now bears the graven word "Law." The students waited a little longer for their Union.

Late in the year 1937 another pleasant surprise was given to the University and to the University Church. It was announced that a carillon was to be placed in the tower of the church and to be used by church and university jointly. At first the donor was unnamed but early in December he was identified as Henry C. Taylor. Mr. Taylor had attended Drake in 1891-93, had passed through extensive advanced training in economics and agriculture, had held university teaching positions, had been a member of various special commissions, and at the time was Director of the Farm Foundation at Washington, D. C. Although nearly forty-five years had passed since Mr. Taylor had been a student at Drake, he had nevertheless been in intimate connection with both church and university through members of his family.<sup>1</sup>

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<sup>1</sup>His sister, Mrs. Carrie Taylor Cabbage, was a member of the faculty, and Dean of Women from 1930 to 1944.

When the carillon was installed with a set of ten chimes, it was received as a welcome gift, but Mr. Taylor himself was not satisfied and in 1939 replaced it with a new set of thirty chimes. While special music students may have an opportunity to develop their talent through an unusual medium, the chief significance of the chimes lies in the fact that their music now has its place in the regular calendar of the church and paces the marching graduates across the campus on commencement day.

These gifts, Salisbury House, Cowles Library, and the Taylor carillon, accented the decade of the 1930's with the spirit of friendliness and generosity. They tended to lift the University above the uncertainty that threatened to overspread the campus with the shadow of menacing war clouds. If the faculty sensed the half-concealed threats of what might unhappily come to pass, even more apprehensively did the students, for from the lessons of their fathers' experience they had learned that in the demands of modern war there was no hope of exemption.

While in the national legislature the formulation of an unusual type of neutrality was being worked out, confidently assumed to be a sure prevention of entrance into any new world war, the youth of the land planned their own panacea independently. They would strike against war.

There seems to have been no open demonstration on the Drake campus in 1934, although it was claimed that 25,000 students in the colleges of the country left their classes and paraded in protest against war and in pledge to refuse to participate. But in 1935 the Drake students were ready to join the movement. Possibly two hundred cars left the campus to parade through downtown

Des Moines on April 12, a part of the nation-wide movement that was reported to have had 175,000 participants. A year later, on April 22, the Drake demonstration seems to have been more thoroughly organized than before.

The demonstrators received some encouragement on the campus, although for the most part little attention was paid to it. The general student strike movement was sponsored by five youth organizations, four of which were later classified as "front" organizations.

There is no evidence available to show that these organizations had any direct influence on the campus. There was enough native protest among the students to account for their action. The changing attitudes during the next year reduced the student strike to negligible proportions.

While the University was between the upper and nether millstones of depression and war, there is small wonder that it acted cautiously, much more cautiously than in the previous decade. There was no significant change in the curriculum, no direct expansion of program. A normal pattern was judged to be both safe and wise. Yet it is equally true that the stability that was so persistently sought did not prevent, but rather furthered, some adjustments and some growth.

There is to be noted the development of graduate work. The Master of Arts degree had been granted for many years. It first was a "complimentary" or honorary degree, but regularly through most of the time it had been a degree conferred through the College of Liberal Arts. In time other colleges reached the point where one-year graduate courses in their areas of study were needed to meet the requirements of their advanced students, particularly for professional recognition. The maintenance of a separate graduate program was inexpedient, for



reasons of expense, if no other. In June, 1928, by the creation of a Graduate Council, under the president, the deans of the colleges, and three representatives from the College of Liberal Arts, provision was made for a broader approach to advanced work for the Master's degree. At the beginning of the year 1936-37 Professor Lewis Worthington Smith was appointed Dean of the Graduate Division, for it was still impossible to set up a graduate school with a separate faculty and curriculum. Professor Smith had been head of the Department of English for many years, and under the provisions of his new appointment did not give full time to his office. Nevertheless, the graduate work was under the direction of its own dean. The Graduate Council was a partial, but adequate, compensation for the absence of a separate graduate faculty. Under its direction the necessary attention could be given to the extended list of Master's degrees in professional fields. In 1940 Professor Smith retired from campus work and Herbert Bohlman was made Dean. Although Dean Bohlman continued to offer some courses in his field of Economics, his full-time appointment gave the Graduate Division a somewhat higher status.

During this period a new college was welcomed to the campus, the Des Moines College of Pharmacy. Its history reached back to and beyond Des Moines University, which has been discussed earlier in relation to its proposed absorption into Drake University in 1927. The Des Moines College of Pharmacy had operated as a part of the early Highland Park College, and followed its mother institution through all its changes until Des Moines University passed out of the control of the Baptists of Iowa who were associated with the Northern Baptist Convention. When Des Moines University came un-

der the control of the fundamentalist Baptist Union of North America, religious tests were imposed rigidly upon all its employees. A number of the staff and trustees of the earlier Des Moines University, including Dean Elbert O. Kagy and Professor J. Earle Galloway, who had long been the mainstays of the College of Pharmacy, declined to accept either tests or restrictions. Accordingly Dean Kagy and Professor Galloway, on October 12, 1927, founded the Des Moines College of Pharmacy, and operated it in downtown Des Moines as an independent college under its own Board of Trustees. While it was successful and had the ardent support of the pharmacists of Iowa, it could not adequately expand and adjust itself to the growing requirements of training in pharmacy without association with a larger institution. For about two years there were negotiations between the College of Pharmacy and Drake University. In March, 1939, an agreement was reached. In September of the same year it was conducting its work on the campus, where a little crowded space was found in the old science building. Since that time its growth has been remarkable, as will appear in later narration.

The students' earlier request for a Union was not forgotten. In the face of the restrictions that disappearing depression and impending war still placed upon university development, President Morehouse determined to press for the building of a dormitory for men and, combined with it, a small Student Union, designed to meet the need for an informal gathering place for students. The site selected was off the regular campus, as that of the first dormitory had been. Through the purchase of private residences a building site on the north side of Carpenter Avenue between Twenty-seventh and Twenty-eighth Streets was made available. While the building

was being completed late in 1939 a contest was carried on to select a suitable name for the Union. The winning suggestion, "The Kennel," was obviously and appropriately derived from the term by which the athletic teams were known, the Bulldogs. When the dormitory, now known as the George A. Jewett Student Union,<sup>2</sup> was opened early in 1940, the students were not happier than others that another step had been taken toward providing for the increasing needs that the University faced.

When the rules governing the use of the Kennel were formulated, an open concession was made for the first time to the increasing prevalence of smoking among college students. In the early years of the University, the use of tobacco was treated as a moral issue with varying degrees of significance. But after fifty years the University began to view it more and more from the standpoint of fire hazard and janitorial expense, but with continuing disfavor. Faculty example would no longer permit strictions upon students, and consequently smoking was permitted in the Kennel. It was not long until the public pattern was accepted everywhere on the campus.

Other changes occurred on the campus. The old Flunk Day, now called Skip Day, had got out of hand when it was tied in with scores on the football field. If one victory was worth a day off, so was another. So ran the argument, and so ran the performance. Early in 1940 some of the students, with a commendable spirit of leadership, proposed that one "floating" holiday each year be considered legal, and that the date might be designated by students at their discretion. The solution was accepted, but in the years that have elapsed several duplicate skip days have appeared.

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<sup>2</sup>Named for George A. Jewett, Secretary of the Board of Trustees, from 1883 until his death in 1934.

Another change took place affecting student schedules but not initiated by them. Regular weekly assemblies disappeared after January, 1940. This was a long way from the fifteen-minute devotional services that opened each college day in the beginning, or the later Tuesday-Thursday arrangement with one religious service and one of musical or other talent. The faculty and deans then filled the auditorium platform. The President generally presided and the students attended because of interest or habit. Henceforth the Auditorium was filled only on special call, and its only regular use was for organ practice. The older alumni may chide their successors with neglect of traditional practices. But like the traditions that disappeared in the preceding decade, the chapel or regular assembly would not respond to artificial maintenance or restoration.

There were many differences between the students' life and behavior in the early years of the University as compared with that of the sixth decade of its history. Changes in form have already been noted in the shift from literary society to national fraternity. In behavior there was less tendency toward the bucolic prank, whether mild or violent. Student organization was increasingly effective in centering interest in regular channels. Problems of discipline arose less frequently in later years. Perhaps there was less spontaneity, but there was not less initiative.

Tuition in the 1930's was relatively high, but that did not result in a significant change in type of student attending Drake. There were still those who earned their way through college by working downtown or on the campus under the National Youth Administration's provisions. It is also true that there was an increasing amount of social life regularly scheduled throughout the

year. This, however, was not inclined to be highly exclusive and selective. Without doubt it had great value in elevating the standard of social behavior. If it is more difficult to delineate the pattern of student life in the later years than that of the earlier, it may well be that the gap between the campus group and their observing elders was growing less and less. The 1930's stand close to the present, and cannot be set apart in sharp contrast or in unfamiliarity. In any case the failure to portray the more recent student life at length is not one of unconscious, or of purposeful, neglect.

Everywhere changes indeed were taking place, imperceptibly and inexorably. The war that had broken out in Europe in 1939 was creeping like a pall across the Atlantic toward our own shores as it had after 1914. Even in hope there was the necessity of preparation for hope's defeat. No one foresaw with certainty the challenge of war that all were to meet in only a few months, but no one could escape sensing the inevitable.

The changes taking place far afield were not more arresting than those taking place on the campus. The Old Guard, as its members were affectionately called, was passing. Most of them had been appointed by President Hill M. Bell, or had been retained by him from earlier days, when he built the great faculty of his administration. Some had already gone in quick succession, Denny, Clark, Ella Ford Miller, Barr, Cowper, Ross, Pearson. Some were soon to go.

The early weeks of 1941 staggered under the onslaught of death: January 21, President Daniel Morehouse, who had been on the campus since 1896; February 12, E. C. Lytton, since 1919; February 22, Dean Jesse C. Caldwell, since 1916. The loss in each case was great because of strategic position in the University's development. Dean



Caldwell in 1937 had yielded to Seth Slaughter as Dean of the Bible College, but was still teaching out of rich learning and experience in the classroom. Mr. Lytton had held the position of business manager since 1919. It was he who brought Drake University to its wider public through many skillful devices, and it was he who had acted in multiple capacities when there was need, always buoyantly, as if discouragement did not exist.

The death of President Morehouse came after a period of anxious illness. His passing brought to an end a long period of development within the University and within the man. Many whose memory and observation led back through the years saw his native genius that did not come ready cut and polished transformed through self-direction into a finished and expressive pattern. They may remember him as an almost passionate astronomer, or as a devoted alumnus-president. In any case students, alumni, and friends alike remember him as a majestic personality.

PART V  
*A Modern University*  
1941-1956

14

CHALLENGE AND RESPONSE

THE YEAR of 1941 came upon the University as one filled with unavoidable extemporizing. The break in administration that came because of the death of President Morehouse presented difficult and baffling problems. But this was not all, for over the scroll of the year danced the flickering shadows of an advancing war adding uncertainty to caution and caution to uncertainty. The conditions under which the University would henceforth be obliged to chart its future course were so different from those under which it had long been operating that everyone sensed that the moves made in the next few months must be both bold and sure.

The Board of Trustees first asked the deans of the various colleges to act as an executive committee and to manage campus affairs on an interim basis in the absence of a president and business manager. This they did, each one adding to his normal responsibilities a segment of the tasks that had hitherto fallen to President Morehouse and Mr. Lytton. To those who worked under the direction of the deans there was no evidence of inadequacy, for all knew that under the instructions of the Board they were maintaining only the essential obligations and services, and were not submitting any long-term proposals for development.

Meanwhile the Board directed much of its energy to the selection of a president. Inquiry was made of many both on and off the campus to ascertain what qualifications appeared to be uppermost in the minds of the University's constituency. From a generous list of candidates, both potential and actual, the Board gradually narrowed down the possibilities. After the presidency had been open for about six months, the Trustees met and conferred with Henry Gadd Harmon, President of William Woods College at Fulton, Missouri. The official selection of President Harmon in July, 1941, was in part an indication that Drake would still maintain a close connection with Disciples of Christ, even though for over thirty years it had been technically free from church control. President Harmon's father, Andrew Harmon, was a Disciple minister and had been President of Cotner College, at Lincoln, Nebraska, and of Transylvania University, at Lexington, Kentucky. But in the selection of President Harmon to fill the vacancy at Drake more than the tradition of church relationship had been honored. The Board noted with satisfaction that President Harmon had received his doctorate in the field of educational administration, and that he had had seven years of successful direction at William Woods College. The Committee of Deans shared the confidence of the Trustees, as they concluded the few weeks of responsibility that remained to them before the new president should take charge at the beginning of September.

President Harmon was known only to a few at Drake. His training and experience had been elsewhere. He followed an administration that had been stable although challenged sharply both by superficial prosperity and deep-seated depression. He was face to face with an approaching war.

The formal inauguration of the new president was set for Friday, October 17. The University community, both on the campus and abroad in many places, looked forward to the occasion with great anticipation. The ceremonies of the inauguration were uncomplicated and without association with any other university event. The University Church was filled with students, faculty, guests, and friends of the University to hear an address by Arthur H. Compton, distinguished physicist and Nobel Prize winner. The President of the Board of Trustees, Grover Hubbell, and President Harmon gave and accepted the charge of duty and responsibility. Then with appropriate symbolism the academic procession returned to the campus behind the University banner. While all stood at attention before the entrance of Old Main, the Drake Hymn was played by trumpeters chosen from the band. Then President Harmon entered the door through which six others had earlier passed as administrative heads of the University. In the evening members of the University family sat down with guests and friends at a banquet of congratulation.

In the meantime the normal work of the campus was moving forward. Since there were vacancies to be filled, the pattern could not be identical with that of the past. President Harmon early recommended that public relations should be separated from business management. An alumnus, Emery Ruby, who had been teaching journalism, was shifted to the office of public relations. However, it was not until almost a year had passed that a business manager was appointed, Merrill Barlow, a former associate of President Harmon's at William Woods College.

President Harmon also moved to stabilize the selection and admission of new students under the continued direc-

tion of one person. Almost from the beginning the University had utilized deans and faculty members for solicitation during the summer and on special occasions. The lack of continuity and the limited resourcefulness of such part-time workers could hardly be as successful as full-time and professional counseling, especially since Drake had to compete with institutions which were employing this type of solicitation. Willis Jones became Drake's first admissions counselor.

In September an adjustment of another kind was made. At one time Drake had offered night classes in law, but later had discontinued them. Thereupon the Des Moines College of Law was organized downtown to provide legal preparation for the bar examination, which at that time did not require significant prelegal preparation. The purchase of the Des Moines College of Law by Drake in September of 1941 centered the teaching of law in one institution again, but necessitated the resumption of night classes in law.

It was with steady pace that the work of the University moved on during the fall of 1941. Yet every move was made with apprehension. A selective service act had been in operation for a full year, and young men were ready to be moved out of classes or were caused to shrink from entering college. Unsatisfactory negotiations with the Japanese government particularly were beginning to take on the color and cognizance of war. Yet in spite of all warnings and indications the sudden dramatic announcement of Pearl Harbor's disaster carried all the shock of the unknown and unexpected. There was now no isolation. Old plans had to be changed; new plans had to be made.

After December 7, 1941, the University could not proceed upon its normal course. It was obliged to decide



how much it would contribute to war effort and what it would do to maintain its own program. President Harmon recommended that as much as possible should be done toward both objectives. This was the policy adopted and the University moved forward toward its dual goals during the next three and one half years. Obviously the regular educational program would suffer most, because of loss of both students and faculty who might go into some form of government service, the urgency of war effort, and the diffusion of energy occasioned by heavy loads resting upon the shoulders of those who remained. But it was recognized that after the war there still would be great responsibilities to meet, and the University should be prepared to face them effectively. Therefore the regular college work was carried on no less seriously than the war work.

Although everyone concerned was ready to participate in scientific work on behalf of defense activities, the University was not adequately equipped with proper buildings and laboratories to meet the requirement of government agencies. It was necessary, therefore, to determine what other type of services could be undertaken. No special task was assigned to the University by government authority until late in 1942.

Meanwhile it was decided to give every inducement possible to students to remain in their classes until they might be called into the service. An accelerated college program was announced early in January, 1942. This was accomplished without distortion of the existing schedule. By staying continuously on the campus through five semesters and three summer sessions, with a full, but not excessive, class program, a student could be graduated after two years and seven months. By the establishment of a midyear (January) graduation in 1943 it was

possible for students to be graduated at three different commencements in the year, January, June, and August. Since the selective service boards were usually inclined to grant deferrment to a student who maintained a satisfactory standing while enrolled in the accelerated program, the University benefited through the maintenance of as large a student body as could be kept up in war time.

Without statistical emphasis a forward look at the over-all registration record for ten years will provide a background against which the experiences of the decade can be viewed and better interpreted. In 1940-41, June to June, 2,765 persons were enrolled. This year's enrollment was not greatly disturbed by war-imposed restrictions. For that reason it was for a time thought of as a norm. In 1941-42 there was a loss of 319; in 1942-43, a loss of 258; and in 1943-44, a loss of 499. The three-year loss was 1,076, or thirty per cent.

In 1944-45, as demobilization began, the tide turned with a gain of 161. In 1945-46 there was a gain of 1,645; in 1946-47, a gain of 2,494; in 1947-48, a gain of 530; in 1948-49, a gain of 616; and in 1949-50, a gain of 658. The six-year gain was 6,104, or three hundred and sixty-one per cent.

As the wave of veteran enrollment passed, there was again a drop in numbers, from which a steady recovery has already begun. With such a wide variation in student enrollment it is not difficult to comprehend some of the attendant difficulties. But whether the movement was downward or upward, there was always the stimulus of variety. The bringing of training groups to the campus while regular classes were low, compensated in many ways for the losses sustained, and the permanent staff on the campus was eager to learn of any new move that might be made. Even before the United States was

plunged into war, a significant gesture toward preparedness was made under the Civilian Pilot Training Act of 1939. Classes of limited numbers studied on the campus and took training in flying at the Municipal Airport in preparation for government tests for commercial licenses. For a time the work was expanded, but after the United States entered upon extensive war preparation, the program was abandoned. Grim necessity called for more drastic and more direct methods.

In September, 1942, the campus learned that it was soon to share its accommodations with a new military unit, the Women's Army Auxiliary Corps. They moved in during November, taking over three buildings, Cole Hall, the Women's Gymnasium, and the Student Union. Their presence caused some little dislocation in normal arrangements. The classes that were scheduled to meet in Cole Hall were shifted to the religious education building of the church, with which the University negotiated a contract as it had earlier. A temporary Student Union was arranged for in leased quarters at 1215 Twenty-fifth Street. The Women's Physical Education program suffered severely because of the inescapable disarrangement.

The WACS, as they were called in accordance with the now popular alphabetical code, came in detachments for a short period and were then replaced by new comers. Their officers were stationed permanently on the campus, that is, as long as the training was maintained. Since they were entirely independent of university life, they came and went, looking neither to the right nor to the left. The University profited by the terms of the contract with the government, but otherwise was as unobserved as the WACS themselves.

On April 1 the campus was ready for a quite different phase of defense program for which arrangements had been made by President Harmon with army officials in Washington. Under the terms of the agreement the University was to provide housing, food, and instruction for five hundred to five hundred and fifty men assigned here as an Army Air Corps Training Crew. The University was far from able to accommodate so large a group in its own buildings, and to secure quarters was compelled to make arrangements for the use of a store-room on Twenty-fourth Street, a vacated telephone building at Twenty-fourth and School Streets, the religious education building of St. Luke's Episcopal Church, the fifth floor of the University Church, and several fraternity houses. Officers' headquarters were located in Memorial Hall, to which also many classes were assigned for recitation.

The schedule of classwork as set up was both strenuous and impossible of complete execution. The subjects included in the short-time curriculum were English, American history, physics, mathematics, geography, civil air regulations, first aid, and ten hours of flying. Regular members of the faculty selected from the appropriate departments took on extra work in this program. Some from all parts of the campus, who had forgotten much of their own earlier training in these required subjects, imposed upon themselves refresher study, and generously assumed a share of the work. A few from off the campus were secured to assist in teaching. The classrooms were filled to overflowing, the hours were short and crowded, and the cadets were often tired and sleepy. After a period of training for a few weeks, one group of cadets would leave and another would take its place. The stay on the campus might be unexpectedly shortened

for one unit, and for another cut in half or even cut to one third. The work of teaching was always unpredictable, but those who remembered the ultimate objective did not tire or grow unconcerned.

In the pattern of haste and urgency the work of the campus went on, WACS silently shuttling back and forth between their assigned buildings, Army Air Crew men moving in orderly units from one classroom to another carrying texts and notebooks, and regular college classes furtively seeking their refuge in the few open hours and places that were left to them. Finally, early in December, 1943, the WACS left the campus, continuing their training for a time at Fort Des Moines.

The pressure of war necessity was still great and the University officials were anxious for every reason that all resources might be made available for defense purposes. The turn of the war tide, when the Russians finally began the push westward, when North Africa and Italy were invaded, and particularly when the Normandy landing was effected, gave hope, but not assurance, that the European phase of the war might eventually be won. Almost coincident with the Normandy invasion the Army Air Crew left the campus late in June, 1944, and the contract under which their training had been conducted was discontinued. No substitute contract for special defense training was obtained, and it became increasingly evident that the University would again operate with civilian students unless national danger should again become imminent. With lowered registration the University was but a shadow of its former self. Yet as long as the war in Europe still raged and in the Far East continued with increased tempo, no recuperation of strength on the campus could be expected. Waiting dragged on month after month until the collapse of Germany in early



May, 1945, and of Japan in August, 1945, gave assurance that the perils of war were at last exchanged for the perils of peace.

Although war and war work occupied the mind and attention of all on the campus, the contemporary and the future interests of the University were not forgotten. Indeed it had been the deliberate plan to keep as close to a normal educational pattern as possible while fulfilling all obligations to the interests of the nation during the war. With a declining enrollment and a shrinking faculty it became necessary to curtail all except the essential parts of the curricular offerings. In September, 1943, there were only seven hundred students on the campus. The Law School particularly was reduced to skeleton form. Its students were almost all of military age, and also a high proportion were potential officers in the armed services. Between the pressure of the selective service act and the preference for officer status, the total enrollment of the Law School was in one semester reduced to three full-time students. Although closing of the School was considered, happily it was not done and the University held all fronts against outside pressure.

Except for the artificial, yet important, extension of registration lists for a time by special services to the air crew groups, it was impossible to offset the wartime losses. The accelerated program, which was set up in January, 1942, was matched by the adoption one year later of a proposal to admit high-grade students when they had completed three years of high school work. For a short time this innovation seemed to suggest a general procedure among colleges that might be continued in peace time. However, there was some dissatisfaction expressed by high school authorities who were reluctant to release their best students from their own graduating

classes. In fact only a few took advantage of the ruling. As wartime urgency passed, interest in this form of acceleration declined in favor of the conventional schedule.

One project that had been slowly forming even before the war was continued in the midst of pressure and distraction. Within the College of Liberal Arts an interest for several years had been developing in what is now widely known as general education. In broad terms three objectives were emphasized. First, there was the attempt to build a program of studies which as a whole would accomplish a desirable approach to unity and completeness in the curriculum of the first two years of the college schedule. Students who at the end of that time might transfer to a specialized college would nevertheless have a valuable short-term liberal arts education. Likewise those who might discontinue their studies after two years would have the same advantage. Second, students who would continue throughout four years would carry the same distribution into the degree program and would automatically acquire the equivalent of the minor sequences of study that are universally required in liberal education. And third, beyond distribution there would be the incentive toward depth. The general educational training would be basic, and if a major sequence of courses were to be properly built upon it, a greater degree of depth would be possible, and specialization would be better supported. Specific objectives were progressively offered to validate the internal character of the studies in the program.

In the development of the general education program a number of old regulations designed for earlier and different purposes had to be discarded. A few still remain and sometimes encumber the operation of college

procedures. Nevertheless other colleges on the campus besides Liberal Arts have through the ensuing years made increasing use of the general education courses for the same reasons that brought them into existence. Thus this development, while established during the war years when opportunity was both better and worse, has continued to expand on the basis of peace time, or normal, significance and value.

Organizational problems within the University were not neglected during the troubled wartimes. For many years, indeed since the early years of President Bell's administration, some attention had been given to various forms of extension work, but no continuous program had been developed. The temper of the times had not been propitious in the earlier days. President Harmon decided that it was now fast becoming so. Accordingly in September, 1943, Dean Hoffman, of the College of Business Administration, was placed in charge of night classes. The most noteworthy of these, as far as future development was concerned, were technical courses for businessmen and women and general courses for adults. When war effort turned toward a more normal course in the summer of 1945, the time had arrived for a separate organization of the work that now seemed ready to expand into a distinct and distinctive movement. Accordingly the Community College was formed, and John Hutchinson, who had been a member of the College of Education staff for several years, was named as dean. Since its formal inauguration the College has grown rapidly and with increasing effectiveness.

Another change that ushered in a new development occurred when the deanship of students was established in the fall of 1945, with George Beery in that office. Hitherto there had been a dean of men and a dean of

women. With a rapidly increasing enrollment appearing in the near future and with student activities multiplying proportionately a co-ordinating office with assisting counselors appeared to be a necessity.

Nor was planning for building expansion pushed aside by wartime necessities. But first the old buildings had to be considered. Was the sixty-year-old Administration Building worth keeping? And could a replacement be secured? The final practical answer satisfied even the sentimental considerations. In 1942 the brick walls were pointed up and waterproofed. The broken flagpole was removed. Inside some remodeling was carried out. Lounges were arranged at the ends of the hall on the main floor. The main lounge was made over into a very attractive center for general use. The Auditorium also received attention. The creaking floor was repaired and better seating was provided. The work was so effectively done that the permanence of these familiar landmarks seems assured against the passage of many years.

As early as October, 1944, definite plans were made for the addition of a north wing to the dormitory on Twenty-eighth Street. Plans were soon available mapping out the entire new campus as it was then projected. At last in October, 1945, work on dormitory construction was begun and in the summer of the next year the first postwar building was completed, and a beginning was made on a now inevitable expansion.

An unexpected item in housing development occurred in 1944, when an anonymous donor presented to the University a very desirable residence at 227 Thirty-seventh Street to be used as the home of the President. From the very beginning the University President had lived close to the campus, indeed most of the time either at 2700 or 2718 University Avenue. Quite naturally to those

who were familiar with the earlier days the Thirty-seventh Street address seemed a long way from the campus. But increase of traffic along University Avenue and the changing pattern of house selection by many of the university group itself have added to the significance of the gift and the location as time has passed.

As the wartime crisis receded it was quite evident that the University was soon to enter a period of expansion and acceleration, and for it conscious preparation was made. The passage of federal laws offering educational training to members of the armed forces had been discussed early enough to alert colleges and universities to their opportunity and to their responsibilities. A few veterans, most of whom had been hospitalized, for some time had been entering classes under special governmental provisions. General demobilization now meant a rapid increase in enrollment. These incoming groups represented more than delayed registration, for among their numbers were many who now with federal aid had their first real opportunity for an education. Since they were older than the typical college entrant, many were married, and this fact added the problem of housing to that of classroom space, equipment, and teaching staff.

Improvisation was the only solution. Late in 1945 the first negotiations were made to secure trailers from the Federal Housing Authority, and in April of the next year a substantial village was built up on the northern part of the grounds still held by the Home for the Aged but released for university use. At the height of its development the trailer camp had one hundred and seventy-eight units as family residences. It was destined to give eight years of service before its disappearance in the summer of 1954.



After the wartime WACS moved out of Fort Des Moines at the south edge of the city, there was considerable space available there for Drake personnel. In spite of distance and inconvenience both students and newer faculty families lived there until housing pressure eased up through the expansion of building projects in the city.

The University also converted a few houses into smaller dormitories, and some students found rooms or apartments in private residences. Such arrangements were thought of as born of necessity, and scheduled to be restricted as fast as the more adequate dormitory plans could be realized.

The need for classroom space was as insistent as for housing, and it was satisfied by a comparable expedient. In 1946 space was secured in the religious education building by arrangement with the church as had been made on earlier occasions. In the spring of the next year six frame buildings with 46,000 square feet of floor space were erected at different points on or near the campus. The material was furnished by the War Assets Administration from an air base in Sioux City. The names given them, New York, Minnesota, Illinois, Iowa, Missouri, and Indiana indicated clearly some of the states from which many of the students were drawn. While they are still called temporary buildings, they cannot yet be spared.

Teaching during the time of high enrollment after the war was stimulating to the faculty, although there is no reason to believe that the quality of work done was superior to that of any comparable period. To the older professors at least there was comforting satisfaction in being able to compensate in part for the services rendered by the younger generation in military service. Without doubt the youthful veterans added an atmosphere of maturity to the campus that had never been noted before.

The continued presence on the campus of many who have served in the military forces of the nation, first in Korea, and then in peacetime duties, continues this wholesome influence.

The military uniform is not now an accidental aspect of the campus life, for in the summer of 1951, after careful deliberation, authorization was given for the establishment of a Reserve Officers' Training Corps. Its program is recognized as a part of the University's requirements, and is administered in a normal way as any other part of campus training. Its staff has its offices in Illinois Hall, and has the use of university equipment and facilities for carrying out its duties.

The readiness of the University to have military training did not come by sudden change of attitude. It has earlier been noted that in the 1880's President Carpenter's failure to secure a military officer to give formal training was followed at once by the organization of an unofficial military unit by the students themselves. After World War I an attempt was made by the University to secure authorization to establish an ROTC unit, but the matter was not pursued vigorously. By 1951 the renewed proposal was more readily accepted.

University life finally exchanged the urgency of immediate action for that of long-term planning and development. Yet the moves projected into the future were tied into the past, sometimes to such an extent that earlier negotiations or commitments had to be dealt with before any advance could be made.

One of the first problems in this category that called for attention was the status of the University in relation to the Stadium and Field House Corporation. As noted earlier the Stadium and Field House had been financed in 1925 and 1926 by bonds issued by a special corporation

which was legally separate from Drake University. The anticipated income by which these bonds were to have been retired did not materialize. So low was the annual return that the market value of the bonds dropped to only a small fraction of the listed value. Continued inattention and continued depreciation would possibly have resulted in sale of the Stadium and Field House through bankruptcy to some company indifferent to the maintenance of an athletic program at Drake. Through the years blocks of bonds had been bought by the University at low market prices. Nevertheless a large part of the original issue was still held in the hope that open selling might not injure both the bond-holders and the University. In 1949 an offer was made to the corporation for purchase below the original value, but far above the market price. The sale was consummated in July. Thus was ended in the best possible manner an uncompleted financial obligation which had lasted for more than twenty years.

Planning for the use of Salisbury House which had been offered in 1934 by Carl Weeks was carried on incessantly by the University officials. The original hope that it could be used as a Fine Arts College and Art Center persisted in the face of obstacles. When no plan could be devised for using it at a distance from the University, attention was turned to the possibility of moving it in three sections across the city to the campus itself. The physical task, from an engineer's standpoint, while difficult and involved, was not impossible; but other considerations, such as cost, convenience, and site, were beyond solution, and disappointment conquered hope. Inevitably conclusions drifted toward sale to some corporate group, which as a unit, could utilize Salisbury House to advantage, and a number of organizations considered buying. In December, 1953, negotiations were

concluded with the Iowa State Education Association. The measure of Mr. Weeks' generosity was far greater than the price realized by the sale, but he could share in the feeling of many on the campus that the sincere efforts to meet the original intention tempered any feeling of regret.

Since the late 1920's the Board of Trustees had been anticipating the time when crowding on the original eight-acre campus could not be adequately relieved by the occasional purchase of a residence here and there in the neighborhood. Immediately to the west lay the grounds of the Home for the Aged, approximately ten acres, most of which was not used in the direct operation of the Home. Within the University Board of Trustees the question of securing the neighboring property was brought up on more than one occasion. Since some trustees also were on the directing board of the Home, the interests of each institution were equally assured of proper consideration.

Meanwhile the Gardner Cowles Foundation had given assurance that it was ready to assume major responsibility in erecting a modern science building to be named for Editor Harvey Ingham, who had had a generous part in placing the *Des Moines Register and Tribune* among the outstanding newspapers of the country. Where could it be placed? Furthermore Fred W. Fitch, president of the F. W. Fitch Company was ready to assume a similar responsibility in erecting a companion building for the College of Pharmacy. Under these circumstances deliberations moved forward with increased rapidity and in December, 1946, an agreement was reached. The property of the Home for the Aged was purchased, and land on the north end was released for use by the University. Since time was needed for securing a satisfactory new

site for the Home and since the University would not need soon the part of the tract on which the building stood, an overlapping occupancy could easily be agreed upon and carried out. Although no publicity was given to the sale, the repeated publication of building plans and the actual use of a significant part of the plot of land since that time has given a substantial picture of the contractual arrangement.

The enlargement of the campus made possible the selection of a site for the two buildings that were soon to be erected. Harvey Ingham Hall was to be placed on the west side of Twenty-eighth Street with a generous setback from Forest Avenue. Across the street to the east Fitch Hall was to be placed, with an enclosed connecting passage running over the street between the buildings.

As plans for construction progressed, the question of architectural style for the future arose. Hitherto the newer buildings had been given a design that harmonized with the older buildings of the campus, a decision that satisfied those of more conservative mind. The real question, however, was more than one of style. The functional requirements of modern instruction, as well as those of lighting, heating, and maintenance, were reviewed. Also very prominent was the comparative cost of construction and the adaptability of materials. In the end a clear break with convention was made.

Eliel Saarinen, one of the distinguished architects of modern times, was selected to draw up a master plan for the new campus. This he did, working under a commission that permitted his genius free rein. On his designing board he sketched the Drake campus as it will develop through many years. In recognition of his contributions not yet realized, but held in faith, Mr. Saarinen was given an honorary LL.D. degree in 1948.



His son, Eero, made his early contribution in planning the Harvey Ingham and Fitch Halls. Since the elder Saarinen's death, the son, Eero, has continued in specific development of the master design.

It was in the summer of 1947 that work was started on the new buildings and until they were completed and ready for occupancy in early 1949 every step of construction was watched with great interest as to methods of building and with curiosity about the ultimate appearance. The great satisfaction of having a significant addition of superior teaching accommodations was immediate, and overrode all other considerations. In a short time the old Science Hall was torn down and a marker was placed on the site to identify its location and to remind all that it had been officially renamed Sage Hall. Only the visiting alumni now miss it. By this time Harvey Ingham and Fitch Halls are an integral part of the campus and the naturalness with which they have been accepted is a true indication of their significance. In passing, attention may be called to the fact that these buildings were the first permanent additions to classroom space since the booming years of President Bell's administration.

In response to need, attention was drawn continually to dormitories. The war was scarcely over when a decision was reached to build new housing on a self-liquidating basis, and steps were taken to establish acceptable amortization plans. Legislation had set up long-term federal financing, and the University availed itself of this arrangement. A site was selected for three dormitories and a main dining hall in the angle formed by Thirtieth Street and Forest Avenue partly on university land once occupied by "Lochcroft," originally the

residence of D. H. Buxton, and partly on land secured from the Home for the Aged.

The plans as drawn up were in harmony with the earlier buildings. Construction was started in the spring of 1952. The basic walls and floor units were constructed of cement slabs cast on the ground and placed in position by derricks. Brick veneer on the exterior and appropriate interior finish also helped in keeping costs down. A building trades' strike in 1953 delayed completion and destroyed hope that the buildings might all be ready for the fall semester. Carpenter and Crawford Residences received their quota of students in September. The Dining Hall began its service as the students returned from the Christmas vacation. As the second semester opened Stalnaker Residence was ready for occupancy and the disappointment of waiting was pushed aside as the new quarters grew more and more familiar.

These were the first buildings on the campus with impressive indebtedness, and yet experience throughout the country has established the soundness of the procedure. They are not a burden to the University, but a distinct asset. An interesting feature attending the building of these dormitories was the decision to reincorporate the University. The legal lifetime of an act of incorporation is fifty years, and Drake had renewed her charter at the time of the fiftieth anniversary. However, it was considered best to have the entire period of amortization within the lifetime of one charter, and since the 1931 charter did not have enough time to cover the retirement of the debt, the renewal was made accordingly.

One other significant building project followed in the series. For some years the Bible College had been planning a new building, better adapted to its needs than the one it had been occupying so long. The functional

needs of modern instruction was more an issue than mere space. A special building fund was built up over a period of years. The Iowa Society of Christian Churches furthered the project through its official contacts throughout the state. Assistance given by churches and individuals outside of Iowa gave a wider basis of support and indicated the growing significance of the College in the training of the ministry.

Again the Saarinen talent was sought and again a design consonant with that of the earlier buildings was prepared. One interesting accent was given to the project through the generosity of a trustee, Oreon E. Scott. A small chapel was placed slightly to the north and joined by a connecting shelter to the main structure. The chapel is round and yet harmonizes with the other buildings in which straight lines are dominant. The interior of the chapel is entirely unconventional, but its carefully selected symbolic features and general design give it an effective significance of rare value.

In 1946 the Bible College had become strictly a graduate school. When preparations were being made to make the transfer to the new quarters, it was granted permission to change its name to the Divinity School, thus signifying its character as a graduate school and emphasizing its purpose in the training of ministers. In every sense except in its devotion to a simple rational approach to religion, it has gone a long way beyond the characteristics of its own early history.

There are now eight buildings of the Saarinen design. They sweep in a wide arc from Twenty-eighth to Thirtieth Street. Now that the trailer camp has been removed and initial landscaping has been done, their quality is beginning to be impressive. They suggest

dynamic strength and timelessness and calm companionship alike to the eye of the visitor and to the experience of those who daily move about on the campus.

The effectiveness of design and function has not gone unnoticed by those whose constant interest is in architectural progress. *Progressive Architecture*, a journal whose title is self-descriptive, in November, 1950, gave prominence to an article describing the Harvey Ingham and Fitch Halls. In the April issue, 1955, there appeared an evaluation of the character of the new Drake buildings, in which the Saarinen insight into the responsibilities of the architect to his profession and to the community he serves received high compliment. That these articles were not passing flattery was given conclusive evidence by the 1955 First Honor Award presented by the American Institute of Architects to Eero Saarinen in recognition of the merits of the Drake dormitories and dining hall.

Through the interest and generosity of the Gardner Cowles Foundation another distinct feature has been added to the new group of campus buildings. On the second floor of the Dining Hall has been placed a large mural by a prominent contemporary artist, Stuart Davis. This mural, bearing the name "Allée" and suggesting a long vista, was planned by the Gardner Cowles Foundation, Eero Saarinen, and the artist as an integral part of the Dining Hall design. It conveys through the technique of abstract art the character of the institution and of its community interests. Since it was placed in position it has steadily tended to blend into the purpose and acceptance for which it was designed by the artist.

With such an impressive group of buildings recently added to the campus and with an awareness of the significance of seventy-five years of growth, the Board

of Trustees considered honoring members of the Drake family by giving their names to the buildings as representative memorials. Previous to this decision few memorials had been associated with campus buildings. Cole and Howard Halls were specifically named for deans. Memorial Hall honored a number whose names were placed in the separate rooms. Sage Hall was named for a donor who was not known to the campus, and whose name was not used to identify the building.

The naming of Harvey Ingham Hall and the Fred Fitch Hall has already been noted. Here was reflected the significance of two community leaders, whose shadows still fall across the campus.

The Student Residence at 1202 Twenty-eighth Street received the name of Daniel Walter Morehouse, whose connection with the University has been a significant part of this narrative. The name George A. Jewett was given to the Student Residence and Union at 2707 Carpenter Avenue. Mr. Jewett gave longer continuous service to the University than any other person. When he died in 1934, every diploma issued to that time had been signed by him. His services and benefactions were bountiful in whatever form their varied nature may have been expressed. It is significant that the names of these two men are now permanently associated with the older campus with which their lives were so intimately connected.

In the naming of the three new Student Residences recognition was given to the diverse services of three persons who had been intimately associated with the University. One residence at 1333 Thirtieth Street was named for Robert A. Crawford, an early Des Moines banker and philanthropist, who had served from 1924 to 1937 as treasurer of the Board of Trustees. Less known



on the campus than among the Trustees with whom he worked, his generosity and integrity had made an unforgettable impression. Another residence at 2900 Forest Avenue was named for Mary Carpenter, a graduate of 1885, librarian, and first dean of women, from 1897 to 1908, and again from 1918 to 1930. As daughter of Chancellor Carpenter and a graduate of Drake, she has her place in the record, but more particularly for her own personality and service. The third residence at 1319 Thirtieth Street was named for Luther Winfield Stalnaker, and represents a contemporary connection with the life of the University. As a graduate of the College of Liberal Arts, as professor of philosophy, and as dean of the College of Liberal Arts, Dean Stalnaker had endeared himself to those whose lives belong more to the present than to the past. His tragic death by accident in 1954 made a deep impression upon the campus because of a devoted service terminated before its time had been run.

The Divinity School building was appropriately named for Charles Sanderson Medbury whose intimate connection with the University from 1904 until 1932 remains as one of the unique aspects of its history. Most appropriate also was the naming of the Oreon E. Scott Chapel for its donor, who lived to participate in the dedication of the chapel on November 8, 1955. He had a long association with the Board of Trustees, and particularly with its executive committee. Although he lived in St. Louis, his attendance record suggested a residence on the campus itself. As a churchman he ranked with the most active and the most generous.

The naming of these buildings is perhaps one of the most symbolic transformations that has ever been associated with the growth of the University. It represents

a sensitive inclusion within the orbit of university consciousness of the spiritual meaning of past experience, the universality of true educational purpose, and the projection of adventuresome personality into the future.

Other buildings are confidently planned for the campus in harmony with the basic pattern indicated by recent developments. One has been assured as a gift from Mrs. E. T. Meredith, Sr., whose husband had brought the Meredith Publishing Company of Des Moines into prominence through the highly successful promotion of farm and garden publications. The building, when constructed according to plans for the near future, will emphasize journalism as an important phase of university training.<sup>1</sup>

This is the story in part of the successive challenges Drake University has met in the last fifteen years, the challenge of a break in administration, of war hazards, of flood tide enrollment of veterans, of adjustment to rapidly changing patterns in American society. This is also the story of the successful response that the University has made under the direction of President Harmon. If the critical reader sees only the outward aspects of a university's development, let him be patient for in the following pages he will be led across the campus today and into the separate work areas where the inner meaning of our University's purpose is more adequately reflected.

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<sup>1</sup>On behalf of the faculty, note should be made of a project completed in the late winter of 1956. Minnesota Hall, one of the frame buildings erected during the war and located across Carpenter Avenue from the Law building, has been remodelled as a Faculty House through a gift from the Gardner Cowles Foundation. It is so well located and is being arranged with such suitable appointments that it will probably lose its classification as one of the temporary buildings.

## ACROSS THE CAMPUS TODAY

### I. THE ADMINISTRATION OF THE UNIVERSITY

THE ADMINISTRATION of the University rests ultimately in the Board of Trustees. This is a self-perpetuating body limited by the charter and by-laws drawn up by its own action. The number of elected trustees is forty-two, of whom at least twelve must be alumni. Each year at the annual meeting fourteen members are elected, including at least four alumni, whose names are presented after a canvass of the nomination ballots submitted by the graduates of the University. Each elected trustee serves for a term of three years. The President of the University is a trustee *ex officio*. Four honorary trustees enter the Board by virtue of being president or secretary of the Iowa Society of Christian Churches and of the Woman's Christian Missionary Society of Iowa. Additional trustees, not to exceed six, may be designated life members.

Eleven Presidents of the Board have guided the work of the Trustees in the seventy-five years of Drake's history: General F. M. Drake, J. L. Sawyers, J. H. Stockham, T. P. Shonts, Keith Vawter, D. H. Buxton, W. J. Goodwin, Grover C. Hubbell, Fred Bohen, Edmund M. McConney, and Ralph Jester, the present incumbent. Two of these deserve special recognition because of the length and of the quality of the services they rendered. General Drake was President of the Board from the date

of incorporation until his death late in 1903. It is not too much to state that without him there would have been no University. Mr. Hubbell was elected president in 1931 and continued in that office until 1948. He led the university planning through the difficult days of the depression years and well into the recovery and development of the next decade. While leadership has been continually maintained on a high level, the names of these two are properly recognized as meriting distinction.

The record of the work of the Board lies open in the history of the University. Their deliberations are kept in the formal minutes of their meetings. Uninteresting though they may be in casual reading, when vitalized by the spirit of personal understanding, they become more than a treasury of information. They become a truly thrilling and dramatic story of persistent application to University and community interests. Throughout the period of seventy-five years they present the evolution of business methods, not only within the University, but also in the wider business world.

In giving concrete application of their responsibility to the University's interests the Trustees elect a president of the University. The seventh in the line of succession is President Harmon. As in the case of the Trustees the work of this office lies open in the history of the University, although the intricacies of its detailed obligations often lie beyond the understanding of the casual observer. After President Bell was inaugurated in 1903, the head of the University had no assistant, except for the brief regency of John L. Griffith from 1916 to 1918, and the vice-presidency of Frederick O. Norton immediately following. This second office, or assistantship, was restored in President Harmon's administration.

From 1944 until late 1947 Chilton Bennett was vice-president. His duties were concerned with public relations and fund raising. In the spring of 1949 Melvin Hyde was designated assistant president. His title was self-descriptive, for he acted under the President in any capacity appropriate to that office. Mr. Hyde was an experienced administrator in the field of education, and resigned to become president of Evansville College in Indiana early in 1955.

The appointment of George C. Huff in the summer of 1955 as vice-president, academic administration, represents the maturation of an important phase of university administration. Mr. Huff has had extended experience as a faculty member and on three occasions was acting dean of the College of Liberal Arts. Therefore he brought to his office an intimate acquaintance with academic problems.

The vice-presidency must not be considered separately, as may be done in case of the earlier positions. The present office is now associated with two complementary offices in a small administrative council possessing great flexibility, and made up of the business manager; the director of public relations and development; and the vice-president, academic administration. This group performs two important functions. It permits any problem to be viewed quickly in all its relations to university policy or opportunity, and it brings the president into closer relationship with campus activities than under a system of separate offices. The designation of one of these as a vice-presidency indicates the main function of the University and does not in any way minimize the importance of the other two. Once a course of action has been determined, each member of the council carries



out his part according to the regular procedures of his department.

An important function of the vice-president, academic administration, is to facilitate the exchange of guiding information, which is of common interest to university administrators and to the educational units of the campus. The extent of this relationship is partially reflected in the following discussion of the colleges of the University.

The present business manager and also a member of the administrative council, Carl Kasten, came to his position in 1950. Under his direction is the management of the many technical services that are now characteristic of an efficient business structure. Since 1954 he has been assisted in management by Werner N. Snow. The main branches of the business which may be assigned to specific categories are those of purchasing, accounting, and maintenance of buildings and grounds.

The director of public relations and development, and the third member of the administrative council associated with the President, is Robert Stuhr, who was the alumni secretary for three years before his appointment as director in 1950. The formally organized interests of his office are the special assignments of those engaged in admissions counseling, in creating publications, in handling news items of interest to the University, in maintaining contacts with the alumni, and in developing the financial resources of the University. Much of the work of the director of public relations and development cannot be classified and placed in a routine procedure. Its execution depends upon the immediate response of a resourceful administrator.

Supplementary organizations through which university business is conducted are the Deans' Council, the

University Senate, and the General Faculty. Quite obviously business definitely restricted to the interests of the Colleges will on occasion be considered in the Deans' Council, generally under the chairmanship of the vice-president, academic administration. The University Senate, authorized both by the General Faculty and by the Administration is a policy-forming body made up of the chief administrative officers and representative faculty members selected by the different colleges. It has a number of important standing committees that from time to time review the policies and procedures in operation and recommend appropriate adjustments. Some of these recommendations stay within the field of administration, while some of legislative character are referred to the General Faculty for action.

The General Faculty is called into session by the President on special occasions. Thus in 1938 the faculty, after listening to reports and recommendations, approved a participating retirement program primarily under the Teachers Insurance and Annuity Association, but with an optional choice under the Disciples' Retirement Plan. From time to time a long-standing group insurance has been modified and extended by action of the General Faculty. In late 1950 action was taken to participate in the Old Age and Survivors Insurance program which was made available to teachers after January 1, 1951, by the federal authority.

## II. THE COLLEGES<sup>1</sup>

The colleges are presented here in the chronological order of origin, dating from the University charter of

<sup>1</sup>In this discussion the current terms of designation will be used instead of those employed originally. The Law College in 1923 was renamed and thereafter used the title, The Law School. About the same time the School of Commerce, Finance, and Journalism became the College of Commerce and Finance.

May 7, 1881, which is also the date of the beginning of the College of Liberal Arts. The Law School is second in line.

The colleges that share the year 1888 as their common date of origin, the Divinity School, the College of Education, and the College of Fine Arts, are listed in alphabetical order.

The development within each of these colleges and within the University throughout seventy-five years can clearly be seen by epitomizing the changes in relationship that have taken place among the colleges. At the outset the highest degree (or degrees) was that of the Liberal Arts College.

No professional training at that time required college work as a base. In fact high school work was not regularly insisted upon. Under such circumstances the difficult Liberal Arts degree enticed few candidates, while the Law and Medical Colleges, requiring one-fourth or one-half as much time in study, attracted many more. In the first catalog, which gives the record for the year 1881-82, out of a total enrollment of three hundred and twenty-three, only eleven were indicated as pursuing a four-year Liberal Arts course, and only one received a degree. At the same time seven men who had studied law for one year received the degree B.L. (Bachelor of Law). Also seven who had studied medicine for less than five months at Drake received the standard M.D. degree.

Out of 323 students, only fifty-two were working on degree programs of one, two, or four years' length. Ministers were being encouraged to take the English Bible course, which was of short duration and carried no degree. Prospective teachers had no separate course or distinguishing degree.

Through the multiple forces that influence society, professional standards began to rise throughout the country. Each college and university responded to the increased requirements insofar as it was affected by connection with the professions. Professional study was lengthened, and finally a base of general or Liberal Arts studies was required. This change was registered at Drake as at other universities. At first the shift in emphasis progressed slowly, but steadily, until at the present time the training of ministers is a separate graduate program resting upon a full four-year college preparation. Law education requires a minimum of three years of college training. The Business Administration, Fine Arts, and Education Colleges require general college education as well as professional training in a full four-year course. Pharmacy by 1960 will require five years of training for a degree, by adding one year of general college work beyond the amount now required.

Liberal Arts work today forms a base across the whole campus and is much more extensive than the number of Bachelor of Arts degrees would indicate. This is in sharp contrast with the situation in 1881, when the general college or Liberal Arts work was not required for any professional programs, and flourished primarily for its own sake.

#### THE COLLEGE OF LIBERAL ARTS

The Literary and Art Department, 1881-1888

The College of Letters and Science, 1888-1903

The College of Liberal Arts, *since 1903*

Dean Elsworth Woods was appointed to his office in 1955. There are sixty-seven full-time and three part-time members of the staff, representing twenty-one departments. The enrollment in the spring semester of 1956 is 768. The curriculum emphasizes a basic educa-

tion in social science, language and literature, and scientific fields, in the first two years, with major sequences in select subjects. Since the discontinuation of the Ph.B. degree in 1916, and of the B.S. degree in 1920, only the standard A.B. degree has been granted. The Master of Arts degree is now offered through the Graduate Division.

There is no separate accrediting association for Liberal Arts colleges. However, the membership of the University in the North Central Association of Secondary Schools and Colleges is an effective standardizing factor for all colleges on the campus. The honorary fraternity for Liberal Arts colleges, Phi Beta Kappa, has been represented by the local Gamma chapter since 1923. Within the College are a number of honorary fraternities in special fields, as well as special study clubs.

Typical of the modern curricular trends the College furnishes a base for a wide range of professional preparation. The Reserve Officers Training Corps program is also within the College. Thus the Liberal Arts program is highly functional.

#### THE LAW SCHOOL

The Iowa (and Drake) College of Law, 1881-1923

The Drake Law School, *since 1923*

Martin Tollefson was appointed to the deanship in 1946. There are at the present time seven full-time faculty members, and 109 students. The standard degree Bachelor of Laws is offered, also the degree Juris Doctor for specially qualified students. The law library, which contains 25,000 volumes, is in effect an integral part of classroom instruction. Furthermore access to the 150,000 volumes in the Iowa State Law Library gives a range of resources that is distinctly superior.



The standing of the Law School is indicated by its charter membership in the Association of American Law Schools and the American Bar Association; also by the establishment in the School of the Order of the Coif. Professional fraternities are Delta Theta Phi and Phi Alpha Delta.

The students of the Law School publish the *Drake Law Review*, which is widely distributed to lawyers and libraries. They also participate in the work of the Student Bar Association, and have furnished both an executive vice-president and a president of the national association.

A program of instruction has been developed in the Law School to meet the great diversity of modern legal practice. On the practical side, and with true clinical significance, the students have a valuable opportunity to observe and follow the procedure of city, county, and state courts. Thus they are prepared by methods and means in great contrast with those available to the lawyer of seventy-five years ago. Furthermore they are prepared to enter quite consciously into a profession that is now in process of rapid diversification and expansion.

#### THE DIVINITY SCHOOL

The Bible College, 1888-1953

The Divinity School, since 1953

The Divinity School, which is now a graduate school, offers the three-year degree, Bachelor of Divinity. The story of its advancement from a small department within the Literary and Art Department (Liberal Arts) has already been told. Its present Dean, John McCaw, was appointed in 1950. The faculty is made up of seven full-time professors, and one part-time. There are also two field representatives, whose duties take them into the

churches of the state. They maintain connections between the churches of Disciples of Christ and the Divinity School for the recruitment of students and to secure financial support.

The School holds unqualified membership in the American Association of Theological Schools. Its specialized and professional library contains 16,000 volumes. Its enrollment is sixty-seven.

The curriculum still recognizes the traditional significance of knowledge of the biblical Scriptures which Disciples of Christ have long emphasized. It recognizes also the wide range of information with which the modern minister must be equipped.

In most instances the ministerial student becomes an apprentice by serving either as resident or nonresident pastor of some church within reach of Des Moines. This relationship serves the interests of the Divinity School, the church, and the student minister. The Divinity School provides a counselorship which serves as a guide for the less experienced student-preachers. By the time they have finished their degree program, they are well prepared for full responsibility in the work of their profession.

#### THE COLLEGE OF EDUCATION

Callanan Normal College, 1888-1893

The Normal College, 1893-1906

The School of Education, 1906-1908

The College of Education, 1908-1911

The School of Education in the College of Liberal Arts, 1911-1914

The College of Education, *since 1914*

Dean Harlan Hagman, who had been a professor in the College of Education, was appointed to his office in 1950. The faculty of the College numbers twenty-one at the present time. The current enrollment is 463. The

special Saturday classes, which are designed for teachers in service, both graduate and undergraduate, have 452 registrations. Other teachers in service are enrolled in Community College classes in selected communities in the state, while pursuing comparable programs. Accreditation is held from the American Association of Colleges for Teacher Education, and from the related National Council for the Accreditation of Teacher Education.

A chapter of the honorary educational fraternity, Kappa Delta Pi, also indicates the college standards, as a chapter of the Future Teachers of America emphasizes its purpose.

The College recognizes only the four-year degree program, Bachelor of Science in Education, with major areas in the fields of elementary teaching, secondary teaching, and health and physical education. Master's candidates are enrolled in the Graduate Division.

By arrangements with the Des Moines public school system a comprehensive program of student or practice teaching has been developed through a number of years, thus assuring a conscious integration between theory and practice at the earliest possible time. There are in the current semester seventy-five assignments for supervised student teaching.

#### THE COLLEGE OF FINE ARTS

The Musical College, 1888-1898

The School of Music, 1898-1900

The Conservatory of Music, 1900-1909

The College of Fine Arts, 1909-1912

The Institute of Fine Arts, 1912-1923

The College of Fine Arts, *since 1923*

The College of Fine Arts, under the direction of Dean Frank Jordan since 1942, brings within its scope instruction in art, drama-speech, and music. It offers bachelor's

degrees in all of these fields, and through the Graduate Division the corresponding master's degrees. A prominent emphasis, both in instruction and in degrees, is given to music and art education. Significant work is done also in the Preparatory Department, organized for the younger students. On the staff are thirty-nine full-time faculty members. The Department of Music is accredited by the National Association of Schools of Music.

Scholastic honors are recognized by the fraternities, Delta Phi Delta (Art), Pi Kappa Lambda (Music), and Theta Alpha Phi (Drama). The professional fraternities are Mu Phi Epsilon (Music), Phi Mu Alpha Sinfonia (Music), Phi Mu Gamma (Allied Arts), Sigma Alpha Iota (Music), and Zeta Phi Eta (Speech).

The University Theatre, under the supervision of James Fiderlick, has delighted its patrons for many years with the excellence of its dramatic productions. The Children's Theatre, while directed toward a different group, is equally effective in its work.

The All-University Chorus, under the direction of Stanford Hulshizer, presents Handel's *The Messiah* each December at KRNT Theater. Its audience is drawn from far beyond the limits of Des Moines. The Des Moines Symphony Orchestra, directed by Frank Noyes, presents a series of concerts each year. Soloists of national reputation appear with the Orchestra, thus giving to the enthusiastic patrons a rare experience in fine music. Other musical organizations offer the same standard of performance to their audiences, the Drake Choir, the Opera Workshop with its "Night of Opera," the Band groups, the Ensemble groups for wind and string instruments.

What the Drama and Music Departments offer in programs, the Art Department offers in exhibitions in Des Moines, and by participation in exhibitions elsewhere.

### THE COLLEGE OF BUSINESS ADMINISTRATION

The School of Commerce, Finance, and Journalism, 1919-1923

The College of Commerce and Finance, 1923-1950

The College of Business Administration, *since 1950*

The College of Business Administration had its beginnings in 1916 as the School of Commerce, Finance, and Journalism within the College of Liberal Arts. It was given separate status as a degree-granting college in 1919, but under the original title. Upon the resignation of Dean Hoffman, Herbert Bohlman, who had been Dean of the Graduate Division, became Dean of this College in 1954. On the staff are fourteen full-time and three part-time faculty members. The current enrollment is 642.

The College is an associate member of the American Association of Schools of Business. Its honorary fraternity is Beta Gamma Sigma. It also shelters two professional fraternities, Alpha Kappa Psi and Delta Sigma Pi; and one professional sorority, Phi Gamma Nu.

The College of Business Administration today measures its advance by emphasis upon analysis of marketing, upon principles and techniques in accounting, insurance, and banking, and upon many other aspects of the involved business world that have assumed such great prominence in the life of today.

### THE GRADUATE DIVISION

*since 1928*

In the early years of the University the master's degree was given by the College of Liberal Arts, and later by the College of Education and the Divinity School. Unification of procedure became an urgent necessity and for a time a joint committee supervised the work of candidates for this advanced degree. In 1928 President Morehouse consolidated direction of graduate work in



the Graduate Division, with a Graduate Council of which he was chairman. In 1936 he transferred his responsibilities to Professor Lewis Worthington Smith as Dean. Dean Donald Wallace has been in charge since 1950.

The masters' degrees granted to candidates whose fields of study lie in the areas administered by the Liberal Arts, Education, Fine Arts, Business Administration, and Pharmacy Colleges, and the Divinity School vary widely because of difference in subject matter and methods of research. Nevertheless the dean and the Council seek to maintain through their supervision a comparable standard for all.

An indication of the extent of graduate work may be seen in the registration of the fall semester of 1955. There were in the regular university classes, in the Saturday classes, and in the Community College classes 686 graduate students.

THE COLLEGE OF PHARMACY  
*since 1939*

The history of the College of Pharmacy previous to its move to the Drake campus in 1939 has already been presented. Since 1949 it has been under the direction of Dean Byrl Benton. The faculty has six members, each one emphasizing a separate field in which he is a specialist. The current enrollment is 180 students. The College holds Class A membership in the American Council of Pharmaceutical Education. Its honorary fraternity is Rho Chi and its professional interests are centered in the fraternities, Phi Delta Chi and Kappa Psi and the sorority, Lambda Kappa Sigma. The College offers the degree Bachelor of Science in Pharmacy, and through the Graduate Division the degree Master of Science in Pharmacy.

Recently the College was the recipient of a United States Public Health grant, also one from the Dow Chemical Company. These grants covered the costs of basic research carried out through two years by advanced students under the direction of faculty members.

The requirements placed upon both faculty and students are far more exacting than in earlier years. The pharmacist of today is more than a carefully trained technician. He must be thoroughly grounded in biological and chemical sciences particularly. He must have legal training in certain fields and he must know the principles of business as they apply to his work.

In addition to the training for the professional field of the pharmacist, attention is given also to the disciplines of research, for qualified graduates in pharmacology. The College keeps its students in close contact with the major pharmaceutical companies.

Another feature that distinguishes the education of the modern pharmacist is the inclusion of a considerable amount of general college study that goes beyond the specific requirements of his technical training and into his relationship with the public. In accordance with this principle the Drake College of Pharmacy will by 1960 require five years of training, and the added year will be in general college fields.

THE COMMUNITY COLLEGE  
*since 1946*

For a number of years occasional classes were offered by the University in subjects in which there seemed to be at the time some interest on the part of persons who were beyond the normal college age. For example, late afternoon classes at one time served the special needs of

Des Moines teachers. But it was not until a significant change took place in the social pattern, making available more hours of freedom and at the same time imposing higher demands on qualifications, that it was possible to organize a thorough and expanding program of part-time education for persons who were engaged in business and professional work.

To meet this opportunity the Drake University Community College was opened in the spring semester of 1946 with John Hutchinson, who for a number of years had been a member of the Education College faculty, as dean. A large part of the staff is secured from the regular university faculty. Others are employed specifically for Community College classes.

The scope of service rendered ranges from regular college classes held at night on the campus or at some strategically located place in the state, through special courses of varying length, to institutes and conferences of quite short duration. During the summer single college courses compressed into a period of three weeks are offered to teachers at different points in the state.

While the College does not offer a degree, an increasing number of its students are seeking courses that will lead to some one of the degrees offered on the campus, or to a special certificate awarded by the Community College itself.

The growth in enrollment from 185 in the first semester of operation to 2,572 in the twentieth measures only the needs for its work that have been met thus far. At the present time the Community College is in contact with approximately the same number of persons as are in the regular university classes.

## III. THE SPECIAL SERVICES OF THE UNIVERSITY

The educational work of the various colleges is supplemented by a wide range of services which will affect all students at one time or another. Most of them are fundamental and essential from every standpoint, and all are integral parts of normal campus procedure. Not all students are affected immediately by the athletic program, and the young women are not enrolled in the Reserve Officers' Training Corps. The alumni office, which is under the general supervision of the director of public relations and development, has among its duties some of such a nature that it is recognized in its proper organizational position and, because of part of its specific functional significance, is described also among the services of the University.

## THE REGISTRAR'S OFFICE

During the early years of the University the admissions officer who functioned as a registrar was a faculty member called the bursar. In 1905 the office of registrar was created, and the financial responsibilities of the bursar were delegated to others. The longest service in the office was that of Emma Scott, A.B., 1911.

The functions of the office were expanded by Registrar Roy Bixler in time to meet the peak enrollment after World War II. Registrar Eli Zubay, who was advanced from the assistantship in June, 1955, and Assistant Registrar Charlotte Hageman, appointed in 1955, are in charge of the office. There are also seven specialized assistants.

The registrars are members of the American Association of Collegiate Registrars and Admissions Officers. It is through this association primarily that the University is kept in touch with the procedures used throughout the nation, and is able to adjust and evaluate its own

methods. Standards are also indicated by the North Central Association of Colleges and Secondary Schools in which the University holds membership.

The duties of the office go far beyond the custody of grades reported by the faculty, which is nevertheless a major responsibility. There is first the evaluation of high school credentials for entering freshmen, or of college credentials in case of transfer from another college to Drake. Uncertainty about credentials is cleared up by examinations arranged for by the registrar.

Also special services devolve upon the office of the registrar, such as the issuance of reports on young men subject to selective service, the preparation of transcripts at the request of students, colleges and employers, and the consolidation of credits for teachers who are taking courses in the Community College toward a degree.

A significant function of the office is the compilation of statistics, which together with other data may be used in the projection of university plans in connection with budget preparation or housing.

During the seventy-five years that have elapsed since the first student enrolled, the registrar's office has recorded slightly more than 21,000 graduates, and a great many in addition who did not secure a diploma.

#### THE OFFICE OF THE DEAN OF STUDENTS

It was about fifteen years after the founding of the University that the Administration first considered any sort of supervision of students, and then primarily as a form of safe conduct for young women. Today a multitude of co-ordinating responsibilities fall to the lot of the dean of students and his staff. This office, since the opening of the fall semester of 1955, has been under the direction of Dean Robert Kibbee. As assistants in what has traditionally been considered the duties of deans of



men and deans of women are Edward Voldseth as Director of Student Affairs for Men, and Mrs. Marjorie Cunningham, in a corresponding relationship to the women of the University. In close association with these directors are the resident counselors in the dormitories and fraternity houses.

There are also a number of specialized services under the Coordinator of Veteran Affairs, The Directors of Counseling and Testing, Placement Services, Reading and Study Skills, and Student Health.

The most vital part of the work coming from the Dean of Students' Office is not regulatory. Rather is it a program of assistance to students in all university relationships outside the range of classroom activities. One important task is the maintenance of a social calendar in order to avoid undesirable congestion of events at certain periods and to assist in the development of effective social programs. The students are also assisted by this office in constructive programs of general university significance. Student social life is now so nearly identical with that of normal society that it cannot be described separately, and at Drake is reflected best in the issues of the *Delphic* and in the annual *Quax*.

This is a far cry from the year 1881-1882, when the girls had a swing just east of Old Main, the boys kicked a football through the brush, the creaking pump was an incipient "Dog Town," a few literary societies substituted for fraternities and sororities, and the home of "Pap" White, a warm-hearted lover of the University students, was in truth a Students' Union.

#### THE LIBRARY

The complete University library has three units, the specialized libraries of the Law and Divinity Schools which are housed in their respective buildings, and the

general library in Cowles Library building. In 1952 Graham Roberts became Director of Libraries. He is assisted by eight professional librarians.

Membership in the American Library Association and the Iowa Library Association is held by the major part of the staff. Institutional memberships are held by the Library. Approximately 110,000 volumes are in the general collection, with a coverage adjusted to the campus requirements.

Several years ago an alumnus, John B. Griffing, A.B., 1909, and LL.D., 1954, established a perpetual fund for the maintenance of a special library collection in memory of his wife, Mae Kelley Griffing, A.B., 1909. Books are to be selected from current publications and are chosen because of their value in furthering understanding among peoples of different countries and cultures. The fund is administered by a special committee, the chairman of which is a librarian. This collection, intended particularly for free-time reading by students, is a unique and distinctive feature of the library.

#### ATHLETICS

The present organization of athletics dates from 1946, when all activities were placed under a director, who acts as basketball coach in addition to his supervisory duties. Jack McClelland has been director since 1950. Warren Gaer is football coach, and Robert Karnes is track coach and relays director. Assistant coaches support the coaches in all major sports, supervise intramural sports, and assist in the physical education instruction.

The Athletic Council, of which Professor Frank Gardner is chairman, determines the policy of intercollegiate athletics at Drake in agreement with the principles of

the North Central Association of Colleges and Secondary Schools and the National Collegiate Athletic Association. He is also chairman of the Infractions Committee of the NCAA.

A well-publicized incident in the Drake football schedule of 1951 led to the University's withdrawal from the Missouri Valley Conference, under circumstances that enhanced Drake's prestige as an advocate of clean athletics. Nevertheless, the problem of scheduling games prompted her re-entry into the Conference, and in the spring of 1956 Drake's trackmen will compete in conference events. Basketball competition will be resumed in the 1956-57 season, and football competition in the conference will in time be scheduled.

Throughout Drake's sixty-odd years of athletic rivalry there have been a high number of brilliant successes, and this may well be repeated. But in the long view the most significant achievement has been the placing of her athletes in the highest positions of management. Beginning with the now legendary figure of Dan McGugin, long at Vanderbilt, and reaching to the present day, Drake has thus gained more renown than from a season's victory. Three athletic directors in the Big Ten Conference are from Drake—Ike Armstrong of Minnesota, Paul Brechler of Iowa, and Ted Payseur of Northwestern, whose designation as assistant to the president in charge of athletics does not vitiate the record. Many prominent coaches once played at Drake. Herein one finds Drake's great tradition in athletics, the envy of many a university with more victories.

#### RESERVE OFFICER'S TRAINING CORPS

The Reserve Officer's Training Corps, which was activated in the summer of 1951, is under the direction of Colonel William S. Herbster. Associated with him are

five commissioned officers and five noncommissioned officers. All able-bodied young men who enroll at the University are required to participate in the program of the Corps.

Air science courses are organized in a basic unit for freshmen and sophomores. Advanced courses are also set up for juniors and seniors. The work of this curriculum is essentially an academic approach to the various subjects designed for the training of officer candidates.

A parallel course of training is centered upon potential leadership. A campus replica of a military base is organized with cadet officers such as would be needed in full military operation. Under the direction of the officers in charge of instruction, the cadets are given drill in field organization. The full course emphasizes intellectual ability and personal adaptation to the responsibilities of military command. At the completion of the four-year program a number of men, varying from year to year, may be commissioned as second lieutenants.

Among the young men in the Corps three activity organizations have been formed, a team for exhibition drill at various public occasions, a glee club, and a military band.

There is also the Robert Medbury Blackburn chapter of the Arnold Air Society, which is a National honorary military society, comparable to the honorary societies which have long been associated with academic life.

#### THE ALUMNI OFFICE

In the early days of the University an Alumni Association met each year and conducted its business as a purely voluntary organization. A number of individuals assumed personal responsibility for the maintenance

of alumni contacts. As the alumni list grew longer and represented widely separated groups, a continuing program became more difficult to maintain. Accordingly the University in the end was obliged to assume greater and greater responsibility for establishing contact with the alumni.

Full-time alumni secretaries of earlier years are Robert Finch, Harrison Kohl, Robert Stuhr, John Davis, and currently Julian Serrill, who assumed office in December of 1952. A national association is now maintained. Its president in the seventy-fifth anniversary year is Murray B. Nelson, of Newton, Iowa. Regional meetings are held throughout the country at thirty-two centers, with a representative of the University present, whenever possible. In maintaining connection with those who have attended Drake, five objectives have been set up, the keeping of records and recognition of achievement, the dissemination of information, assistance in placement of alumni, the recruitment of new students, and building up the Alumni Loyalty Fund, through annual gifts.

An auxiliary group, which is in fact older than the continuous work of the Alumni office, is the Des Moines Alumnae Association. Organized permanently in 1920, it was a driving force in securing the first dormitory. It also provided funds for a multitude of specific projects on the campus, and made generous contribution toward the building of Morehouse Student Residence. In recent years it has built up a student Scholarship and Loan Fund of over \$6,500, which it is increasing from year to year. No group has been as consistent in its service to the University over a long period of time as has the Des Moines Alumnae Association.



At each commencement exercise the graduates are reminded by the alumni secretary that they are then entering the ranks of the alumni. This simple tradition is one of the reminders of the tie that the University wishes to maintain in cherished memory with its graduates.

IF THE NAME of President Harmon seems to appear but infrequently in these pages, it is thereby indicated that he has made it his task to assemble a group of qualified assistants and colaborers in the offices and classrooms of the campus and among the University constituency.

In the Board of Trustees are to be found those who hold key positions in all the fields where the interests of University and community meet. On the campus specialists have been sought with appropriate qualifications for the tasks to which they have been assigned. In the various teaching fields the degree, doctor of philosophy, has become typical, as once the master's degree was. This degree is common also among the administrators, and associated with other distinctive qualifications.

In the last fifteen years Drake has truly become a modern university, and President Harmon's leadership in its continuing development stands out pre-eminently.

## FROM THIS DAY FORWARD

DRAKE UNIVERSITY is carried forward by the momentum of her own history. There is at this moment no suggestion of a plateau that has been reached, no hint that an epoch is being closed. The problems of survival have long since been pushed into the black-ground in favor of the problems of construction.

The future of Drake is affected significantly by decisions that were made in the past, decisions that dealt with fundamental aspects of institutional policy and its ultimate development.

However disappointing it may have been to those who loved the original college which Disciples of Christ planted in Iowa, there were others who were committed more to opportunity than to location. These bold ones determined to go where strategy directed them. They would place themselves at a point where broad streams of influence were converging, but without separating themselves from the memories and influences of their origin. They could hardly have planted their new university in Chicago Minneapolis, Kansas City, or St. Louis. At least no university has yet arisen in any one of these cities that suggests that in 1881 or later there were available resources that could have been tapped by Chancellor Carpenter and his co-workers.

Des Moines, and Des Moines, alone, was the place properly to be chosen as the future home, where a new venture could begin without loss of continuity with the old. The importance of this decision becomes crystal clear through the simple procedure of counting the university and college tombstones that dot the Midwest countryside. The decision to seek a new home on the Drake campus was more important than its hazards.

There was another decision of importance, the decision not to let well enough alone, but to resort to experimentation and to judge the outcome pragmatically. There have no doubt been those who would have fixed Drake in the pattern of their own blueprints and would have been content with the die-cast results. But it would have been most unfortunate if the University had fallen into the hands of those of great means and little dreams.

The running record from Chancellor Carpenter to President Harmon is replete with experiments, not of emergency, but of growth. It was experimentation that transformed Drake from college to university, registered in part in the change in names by which the different colleges have been known. Even the graduates of Drake are hardly aware of the number of pioneer activities in which their University has engaged, for example, in visual education (1925), in radio instruction (1934), in general education (1886), and football by electric lights (1900). And if continuity was broken in some instances, it was because the project was too far ahead of popular support to be sustained just then.

Another basic decision was to maintain freedom of teaching. The traditions that lie behind Drake have not been restrictive. Early Disciples of Christ very consciously adhered to the same philosophic foundations of

John Locke that lay behind the Declaration of Independence. The blending of religious and political principles which came from the same source and the refusal to set up a creedal norm have made possible the continuation of a high degree of freedom of opinion and teaching. Even after knowledge of origins disappeared, the practice remained. It is true that in one period attempts were made to impose restraints. Yet no one even then was willing openly to deny the right of free opinion. And in the end the tradition of freedom was vindicated. Experience has taught that the self-imposed restraints of responsible scholarship are the safest and strongest curbs on excess and error.

Relying upon its carefully considered decisions Drake has had an encouraging measure of success. It is only one of many private institutions in the Midwest that once assayed the role of university, and one of a very few to accomplish its original purpose. In Chicago and St. Louis private universities have reached a point of prominence. But one must go far afield, and to the westward very far afield, to find other private institutions that match the university pattern of Drake.

The degree of success thus far achieved places upon the University certain commitments to the future. By the inescapable force of both social pressure and population pressure, more and more young people will come out of our high schools seeking further education. The past record obligates Drake to meet their requirements.

That American society will support an expanding educational program beyond high school can hardly be doubted. Already there are clear evidences that a strong tide is turning in this direction. Private support is probably as strong as it has ever been. The interest of corporate business has just begun to be felt. And govern-

ment is becoming more and more aware of the need of higher and specialized education for the sake of national security and international understanding. The faculty fellowships sponsored both by private and governmental agencies are developments of deep import. That staff members from our own campus have been permitted to share generously in these grants is of more than local significance.

In the midst of current interests the University celebrates, throughout the year 1956, the seventy-fifth anniversary of its founding, looking both to the past and to the future. It returns in memory to the personalities who began what seemed impossible of realization and did not turn back because of difficulty. It demonstrates by the talent of the present day the achievement of its continuing program. It looks forward without limitation of years to the fulfillment of its obligations and hopes.

Drake University stands at a promising point in her history. In her planning, the blueprint yields to the flow sheet as a symbol of her readiness to carry out the commitments that have been placed upon her. As in the past the path of Drake University lies open from this day forward.



## ACKNOWLEDGMENTS AND NOTES ON SOURCES

Upon the completion of this volume the author finds himself under great debt to many who have helped him. President Harmon and the Board of Trustees made possible a teaching schedule that was compatible with the requirements of research and writing. Source materials, including current data, were made available by many persons, who thereby became generous participants in an enterprise of mutual interest. The following notes on sources will identify the many places where materials were examined, and give some identification to those who in one way or another offered assistance:

Professor Frank Gardner and former Professor Ervin E. Stringfellow of the Divinity School have read this manuscript and were helpful in interpreting the history of Disciples of Christ and of the Divinity School.

Robert Stuhr, A.B. 1939, Director of Public Relations and Development, in a delightful reversal of roles, has now read and corrected his professor's "paper."

Beyond customary formality the author wishes to recognize the varied and essential services of his steadfast amanuensis who has followed this manuscript from its dusty sources, through whirling clouds of undecipherable calligraphy, to the attainment of a coauthorship that is indicated on the title page by the patronymic we have shared for forty years.

Through President Harmon's office were made available *The Minutes of the Board of Trustees, 1881-1956*; *The Records of the University Land Company, 1881-1888*; and fragmentary records of the short-lived West End Land Company, 1889.

The registrar's office made available *The Catalogs of Oskaloosa College, 1863-1881*; *The Catalogs of Drake University, 1881-1956*. Specific data were secured from the general records of the Registrar.

In Cowles Library the following sources were used: *The Alumnus*; incomplete files of the *Index, 1881-1883*; *The Delphic* and *Times Delphic, 1884-1955*; *The Quax 1901-1955*; *Bulletins* and special publications of the University; *The North Central Quarterly* (1913, 1927, 1928); and a few copies of the *Oskaloosa Vidette* from the late 1880's.

In the records of the Circuit Court of Mahaska County, in the courthouse, at Oskaloosa, Iowa, was found the injunction served against the removal of Oskaloosa College: *W. T. Smith et al. versus R. T. C. Lord et al.*, April 6, 1881.

In the Polk County Court House a check was made for the issuance of incorporation papers for Drake University; the Iowa Eclectic Medical College; and the Iowa College of Physicians and Surgeons.

In the city clerk's office at the Des Moines Municipal Building examination was made of the *Minutes of the Town Council of University Place, 1883-1890*; the *Municipal Code of Des Moines* (historical sketch) 1942; also maps and city ordinances.

Edith Johnson, postmistress of Des Moines, secured data concerning the post office in University Place in the late 1880's from The National Archives and Records Service at Washington, D. C.

In the State Medical Library in Des Moines the *Iowa Journal of Medicine*, particularly the issues of 1897, were examined.

The following church publications were examined: *The Disciple, 1884-1887*, in Cowles Library of Drake University; *The Evangelist, 1852-1863, 1873-1875*, at the Disciples Divinity School at the University of Chicago, and in the library of the Christian Board of Publication, St. Louis, Missouri; the *Christian Worker, 1886-1936*, in the library of the Iowa Department of History and Archives, Des Moines, and personal copies of Mrs. Hugh Welpton, Des Moines; the *Christian Oracle, 1884-1889*, in the library of the Disciples Divinity School and in the Cowles Library.

The newspaper files in the library of the Iowa Department of History and Archives were consulted for information on university affairs that were of general public interest.

The following books and theses furnished selected information indicated by their titles:

- Auner, Clarence R.: *History of Education in Iowa*, 1914.  
 Baird's *Manual of American College Fraternities*, 1949.  
 Bierring, Walter, M.D.(ed.): *One Hundred Years of Iowa Medicine*, 1950.  
 Blanchard, Charles: *History of Drake University*, 1931.  
 Brigham, Johnson: *History of Polk County and Des Moines, Iowa: Its History and Foremost Citizens*  
 Brown, Sterling: *The Changing Function of the Disciples Colleges*. Doctoral thesis, University of Chicago, 1936.  
 Cole, C. C.: *Courts and Legal Profession of Iowa*, 1907.  
 Cole, C. C.: *Western Jurist*, 1867-1883.  
 Corey, Stephen J.: *Fifty Years of Attack and Controversy*, 1953.  
 Forbes, John Douglas: *Victorian Architect: The Life and Work of William Tinsley*, 1953.  
 Garrison, Wilfred and DeGroot, Alfred: *The Disciples of Christ*, 1948.  
 Hammer, Ilda: *Book of Des Moines*, 1947.  
 Hargis, Mina: *The History of the Disciples of Christ in Iowa Before the Civil War*. Thesis, University of Iowa, 1937.  
 Fortune, A. W.: *The Disciples of Christ in Kentucky*, 1932.  
 Larson, Laurence M.: *The Log Book of a Young Immigrant*, 1939.  
 Smith, Ferdinand, M.D.: *The Transition from Franklin Medical School to the Keokuk College of Medicine of the State University of Iowa, and The History of the Drake University College of Medicine*. (Privately printed, no date.)

Some information paralleling the history of Oskaloosa College was secured from the catalogs of Eureka College, at Eureka, Illinois, and of Culver-Stockton College (earlier Christian University) at Canton, Missouri.

Ira Anderson wrote an article for the *Des Moines Register and Leader*, June 3, 1906, on, *The Beginnings of Drake University*," at the time of the twenty-fifth anniversary of the University. This article was issued as a reprint, and may be found in Cowles Library.

Of great value for the chapter on "Crosseurrents," because of their inclusion of many otherwise inaccessible notes and letters, were private papers of Professor Frank I. Herriott and Professor Ambrose D. Veatch, which were made available by Mrs. Herriott and Mrs. Veatch.

Delia Still Brunk, A.B., 1903, furnished information from private records of the early history and activities of the Alumnae Association (1917 to early 1920's).

Millard Olmsted, Ph.D., 1889, furnished illuminating information about obscure data in the early history of the University.

Robert Fridlington, now a member of the faculty, unearthed a number of documents and clarified a number of points in the history of the Drake Law and Medical Colleges, while engaged in student seminar work under the direction of the author.

In the separate sections of Chapter 15 will be found the names of many deans and administrators who have helped in presenting the current picture across the campus today.

In spite of the assistance secured from all these sources there are no doubt errors and omissions for which the author must take full responsibility.

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